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## Twenty-Third Annual Conference

of the

National Association of Deans and Advisers of Men

Held at The Netherland Plaza Hotel
UNIVERSITY OF CINCINNATI
Cincinnati, Ohio
APRIL 17-19, 1941

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### PROCEEDINGS

# Twenty-Third Annual Conference of the

# National Association of Deans and Advisers of Men

President ...... Dean J. J. Thompson, St. Olaf College Vice President ...... Dean A. S. Postle, University of Cincinnati Scoretary-Treasurer ...... Dean Fred H. Turner, University of Illinois Executive Committee—The Officers and

President J. F. Findlay, Drury College

Dean J. L. Bostwick, University of New Mexico

Dean D. H. Gardner, University of Akron

Dean J. H. Newman, University of Alabama

Held at The Netherland Plaza Hotel
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Cincinnati, Ohio
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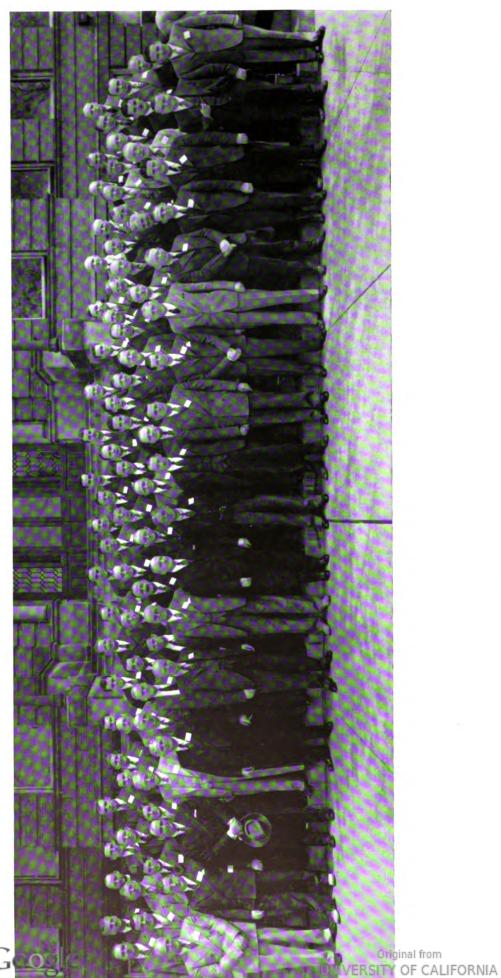
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### Twenty-third Annual Conference

-OF THE-

# National Association of Deans and Advisers of Men

CINCINNATI, OHIO

APRIL 16, 17, 18, 19, 1941

### **APRIL 17, 1941**

The opening session of the Twenty-Third Annual Conference of the National Association of Deans and Advisers of Men, held at the Netherland Plaza Hotel, Cincinnati, Ohio, April 16-19, 1941, convened at nine-thirty o'clock, Dean J. J. Thompson, St. Olaf College, President of the Association, presiding.

President Thompson: The meeting will please come to order. We will now have the invocation by Dean B. H. Pershing.

Dean B. H. Pershing (Wittenberg): In Thy Name, O, Triune God, we would begin the sessions of this Conference. We assemble as a group of men interested in the things which make for the development of character, the enrichment of personality, the preparation for life's activities. We thank Thee for the opportunities thus presented to us. Many times we have failed and have not used these opportunities as we might have done. Forgive us for these failures. Strengthen us for the work now before us. Enlighten us with wisdom to discover solutions for pressing problems. Bless the educational forces of our land. We would remember also those engaged in educational work in lands torn by the scourge of war. Hasten the day when normal conditions may prevail for the prosecution of their tasks.

We ask it in Jesus' Name. Amen.

President Thompson: In the Dean of Men's Conference, you may expect surprises almost any time, and last year the committee on place for the next conference sprung a surprise on us by instituting an oratorical contest between Art Postle and Fred Turner. Fred won out, and so we are in Cincinnati. (Laughter) He assured us of excellent arrangements and excellent hospitality. We have found, those of us who have been in touch with Art Postle, that Fred told us the truth.

Now we are going to have the pleasure of meeting and hearing the man who has told Dean Postle what to do. I have the pleasure and the honor of presenting President Walters of the University of Cincinnati. (Applause)



President Raymond Walters (University of Cincinnati): President Thompson and Gentlemen: It is my honor and very real pleasure, on behalf of the University of Cincinnati, to extend to you a most cordial welcome to the University and to Cincinnati. I believe you will find, as I have in my nine years of residence here, that Cincinnati is a fascinating old town; and that it represents something distinctive and important in the life of America.

There are cities that have charm and color, and this city, I should say, is one of them. It was founded at the close of the Revolutionary War, and was named Cincinnati in honor of the Society of Cincinnati, composed of officers in Washington's army. Within fifty years Cincinnati became an important center of industry, trade and civilization of what was then called the Western Country. It had the advantage of an economic location on the Ohio River. It was not a happy accident of geographic location which produced the city's greatness. Throughout Cincinnati's history it has had men of vision, intelligence and force. I submit Cincinnati as one illustration of the thesis that material forces are only half of success. The greater half, the dominating half is the men.

Cincinnati developed until it became, about a hundred years ago, the great metropolis of the Middle-West. It flourished as a center of music, art, and of culture.

There was a literary group that had great importance. Among these writers were three women whom no history of American literature can omit. They were Alice and Phoebe Carey, who wrote notable poems and hymns, and Harriet Beecher Stowe, who here obtained the background material for "Uncle Tom's Cabin." She knew the life of the Kentucky people across the river, and she put it into that book.

Stephen Foster, who came here from Pittsburgh in the late 40's as a youth of nineteen, worked here in a commission office along the river. It was here that he came into touch, for the first time, with negro life and the life of the old South. It was here that he wrote "Oh Susannah."

In Cincinnati's development there were two great factors. The social one was of the old South. Kentucky and Virginia families determined the social background of the city. The literature and literary background came from New England, and the educational background likewise.

Think of the ambition and the temerity of a little pioneer community that tried to have what it called "Cincinnati University" as early as 1809. After a half dozen years, it established Cincinnati College, which is still in existence today within the University of Cincinnati. Through Cincinnati College, the Law School and the Ohio Medical College, and then through the University of Cincinnati, which was established as a municipal university in 1870, the life of this city has been tied up with educational interests.



And today, in a special sense, I feel safe in saying that the university is a vital part of the city. It receives financial support through a share of taxation on the real property of the city. This yields about \$550,000 a year, on a budget close to \$3,000,000. Endowment income and tuitions supply the rest. The University has ten colleges and schools, with a grand total attendance of 11,700 students.

The University serves the city on its civic side and in its broadly social aspects, as well as in the fundamental purposes of a university which include instruction and research.

I think, gentlemen, that it is important to put first things first. We must never, in our zeal for doing good to the student on the social and human side, forget that the vital purpose of a university is intellectual. When you put that first, the rest falls into proper place: the secondary aspects of a rounded training which Mathew Arnold so beautifully exemplified and preached, the bringing of man's powers to perfection on all sides.

We are facing such troubled years that we are prone to despair, but that is not the way that our forefathers built a great nation on this continent. They did it in this city, which I have cited as one example, by great qualities.

There are difficult years ahead, yes, but let us face them and help our students face them with courage and with cheerfulness. Welcome to Cincinnati and to the University!

President Thompson: Thank you President Walters.

We have asked Dean Moore, of Texas, to extend a "Thank you," to President Walters in response to his greeting. (Applause)

Dean V. I. Moore (University of Texas): Friends, you know we have never decided just what to do with ex-presidents of the United States. Judging by my own experience, I have about concluded that our program committee thinks that the proper thing to do with expresidents of the N. A. D. A. M. is to assign them the duty of responding to addresses of welcome. I may add, however, that this is a very pleasant duty. President Walters, I should like to say to you what Dean Postle has already learned—that this group is one of the really great fraternities of the country, a fraternity in which there is a fellowship based on a mutual interest in the young men and young women of our nation and made richer and finer by many exchanges of experience over the past years. The satisfaction of this annual renewal of contacts and revival of old and valued friendships is one of the greatest pleasures in life for us.

For your welcome to the city and the University of Cincinnati, we are truly grateful. We have proceeded to make ourselves pretty much at home already, but in the light of your clear and comprehensive explanation of the history of Cincinnati, we shall take a more intelligent



and vigorous interest in the remainder of our stay here.

Permit me to express particular appreciation also for your kindness and hospitality to our wives and daughters who have come here with us. The practice of bringing these important members of our firms to our convention has grown during recent years and I am glad this is so, because those of us who tell the truth about our work and our successes, whatever their measure may be, must admit that the greater part of whatever we have accomplished is due to these powers behind our office thrones. I have seen in the home of many a dean what the result is always sure to be when a loyal, intelligent, and energetic wife has caught the golden vision of her husband's dream of service in this life we live and has thrown her whole self into making that purpose a success. It has not merely added to the success but has multiplied it by as many times as there have been student contacts with these homes. Though these beloved members of our firms are not present here in person, I want to say this word in appreciation of their part in our work. We all acknowledge this, though some of us must get such inspiration from the fragrant memories of a lovely past.

We are going to have a full schedule and we are going to take full advantage of every moment of time that is left for us. I shall not trespass further on the time of this convention order to make a longer speech. May I say in a very heartfelt way to you, President Walters, to the University of Cincinnati, and to Art Postle that we appreciate to the fullest extent the hospitality you offer us and the fact that you have made us feel, without any question, that we are truly welcome.

**President Thompson:** Thank you Vic Moore. You are living up to expectations.

We have two men with us today who will bring us greetings. I shall first call upon Dean G. B. Curtis, who is President of the Eastern Association of Deans and Advisers of Men. Dean Curtis. (Applause)

Dean G. B. Curtis: Mr. President, Fellow Deans: It is a pleasure to be your guest at this meeting. I have been looking over the program and knowing something about the difficulties of constructing a program, I want to congratulate your committee on such a fine offering for this occasion.

Having attended educational associations for the past score of years, which have three or four other delegates from other associations, I have rather come to the conclusion that it is the duty of a delegate from a fellow association to say he is glad to be here, tell a few funny stories and sit down. I am not sure that I have any funny stories that you haven't heard that would produce the same pleasure that they gave the first time they were told. I am reminded of that great story-teller Charlie Schwab. He made a reputation in the city from which I come. Everybody perhaps had heard the story before, but he was such a good story-teller that those who had heard the story before would always straighten up and say, "Ah, he is going to tell that story about the time



he was down at the open hearth number three, and so-and-so happened." You older men, of course, have all heard the story of Tommy Clark and his definition of a Dean. O course, there was a time when I heard it first, but very possibly some of the younger men here still have to hear it for the first time.

Dean Clark was attending a meeting in Chicago, and with him at the table in the hotel there was a lawyer from down state who had not been to college, but who had been admitted to the bar on the strength of his having read law in a law office in the community. The conversation went on around the table, and the friends of Dean Clark at the table kept referring to him as Dean this, and Dean that. Finally this country lawyer couldn't stand it any longer. He was sitting next to Dean Clark and he said, "Mr. Clark, I notice they all call you Dean. Would you mind telling we just what a dean is?" And Dean Clark responded by saying, "My friend, a dean is that man around a college to whom they give all the chores that no self-respecting office boy would do." (Laughter)

You know the Dean that takes all the chores that no self-respecting office boy would handle finally gets so many of these chores that he becomes something like a cocoon, all wrapped up in his details. And so, having gotten wrapped up rather completely, he hibernates for a little while and soon, out from this cocoon there emerges, not just a butterfly or a moth, but a Dean and a registrar. After a while the registrar gets wrapped up in details and forms a new cocoon and pretty soon a registrar and a director of admissions emerges. It is something of a process like that, that has been going on in connection with this business of advisers of men, that goes along with the dean proposition.

The Eastern Association of College Deans and Advisers of Men was founded 13 years ago. It was made up largely of individuals who attended meetings of secondary schools in Atlantic City. Many of us who had attended the meetings annually had always attended regularly the Inter-iraternity Conference held annually in New York City. We go to New York on Friday, and leave Friday night and go to Atlantic City on Saturday.

We felt that it would be well if we could come to know each other as Deans, rather than simply as members of this Middle-states Association. The Middle-states Association holds its meetings regularly after Thanksgiving, on Friday and Saturday morning. In that way, the idea was born to hold our meetings on Saturday morning jointly with the others which are held on Saturday morning and to have also an afternoon session.

Since we felt that very possibly there would not be enough strictly Deans of Men to make an interesting organization, we undertook to include also College Deans such as Dean Alderman now is. Their problems, particularly in the institutions that had no Dean of Men, would be similar to those of the Deans of Men. In imitation of the national association, we included the term Advisers of Men in our name. This



term, Advisers of Men, to us includes more than would perhaps be thought of as appropriate at first. We have, for example, a member of the Department of Psychology of one of our Colleges, who I think perhaps has now been designated as a Dean, but who for many years served as a Professor of Psychology, and who did a great deal in his institution in the way of advising students.

There are registrars in our association, and since we have formed the Deans Association, the Middle-states Association of Registrars has organized and holds a breakfast meeting on Saturday morning, and a meeting for papers on Saturday afternoon. Sometimes their program is so lively that it draws from the Dean's program, and very commonly the registrars on Saturday morning will attend our Dean's meeting.

The membership of Eastern Association of Deans runs over one hundred. There were eighty members at the meeting last November and thirty-two guests who were sufficiently interested to register although they have not had their names included as members. Our problems are very much the same problems, of course, that come before your Association; absences, guidance, counseling, discipline, social life, orientation, honor schemes, and the like, including the perennial problems that come up about the individual who has been dropped for poor scholarship, and is seeking admission to some other college. This problem is usually brought up by the younger deans, or those more recently appointed. We frequently have the request, "Won't you please supply us with a list of colleges that will take students that have been dropped from our institution?" There is a real problem there. It is a problem that the educational world has not faced and met because these youngsters whose high school work was adequate to secure admission to college are not total losses because they have not the necessary bookish aptitude for the institution of their choice. The problem of just what they should do, and just what type of institution they should go to, or, having designated the type, just where should the chap go, is a serious one. It is a problem that is unanswered and one which should have the attention of educators.

In addition to our annual meeting in November, we have undertaken also to hold regional meetings in the spring. Last year, for example, we held a meeting in Philadelphia for those near Philadelphia who might care to come, and a meeting in Baltimore for those in that particular vicinity. Another meeting was held in Syracuse for those in central New York. We are holding, next week, a regional meeting in New York City for those in that area.

As an Eastern Association, we undertake to include, of course, and invite the membership from the Southern and New England states. We find that Atlantic City is something of a handicap as far as drawing from the New England states is concerned, but when the matter comes up to a vote as to whether we should meet in New York City, which is more convenient for the New Englanders, those present are middle-staters, accustomed to going to Atlantic City, and they always outvote



those that are a little broader in their interest, and so we have never succeeded in changing the place of meeting to New York.

You may be interested in our scheme of meetings. On Saturday morning we plan two or three papers, and the Saturday afternoon session has, for the most part, recognized the fact that, after all, the chief purpose of coming together is to talk things over and meet our friends. Accordingly, we have operated for a period of years a scheme for the Saturday afternoon meetings of having prepared in advance certain particular problems and certain particular solutions of problems, or we discuss new devices, mechanical or otherwise, which we have found useful. We mimeograph the items and distribute them, then they are presented in five or ten minute talks, and we adjourn in time so that we can break up and each of us who is interested in a particular problem can gather around that particular person who presented it and discuss the matter on a social basis.

Other years, we have used the afternoon for case studies along the scheme of the papers of that morning. As I stated a moment ago, we are, like yourself, a fraternity of individuals interested in the same and identical problems. The existence of this association has done a great deal to cement the friendships of deans and advisers of men in the Eastern area. Those of you who come from the Eastern states, and who are not attending these November meetings would, of course, be welcome, and I hope, indeed, that with a little aggressiveness on the part of the publicity department of the National Association, you may win more of our people to join the National Association in addition to the Eastern Association, because we are not an exclusive group, and so gain a greater attendance from our people at the meetings of the National Association.

As I say, it is a great pleasure for me to be your guest. I am happy to be honored with the duty of conveying to you the greetings of the Eastern Association of College Deans and Advisers of Men. (Applause)

President Thompson: Thank you Dean Curtis.

We will travel with seven league boots now. We will take one jump from the Atlantic to the Pacific. Dean Earl Miller, of the University of California, will bring us the greetings from the Western Association of Deans and Advisers of Men. Dean Miller. (Applause)

Dean Earl J. Miller (U. C. L. A.): Gentlemen, members of the convention: I want to assure Mr. Gardner back here that I had to make this speech. I did not ask for a chance to talk about California, (Laughter) or about any of the advantages there. They passed a resolution at this Western Association Meeting, in which they stated that I should do this and convey their greetings. But of course, while I have this opportunity...... (Laughter)

This really is the year when we need to talk a little about California because we have had a break in the matter of climate out there. (Laughter) As long as the record bureau has kept its records, we have had



perfect climate until this year. This year it got into reverse, and while it did, we tried to do the thing in the very large way we do everything, and so the U. C. L. A. weather bureau registered thirty-six inches of rain in twelve weeks, which is more than they had had since the start of the weather bureau in that area.

However, they assure us we will have another sixty years of perfect climate, and you can come out and everything will be all right. (Laughter)

The Western Association met a week ago Friday and Saturday on the Berkeley Campus. We had a very nice meeting. We had representatives from the Pacific coast states, Washington, Oregon, California, and also from Nevada, and Arizona. We had twenty-six institutions represented, and we had our program built around the subject which is listed for this afternoon's discussion, the subject of the defense program, which is important to colleges and college students. We had a number of men from that area who were connected with the program. We had some very fine discussion, and we learned a great deal that we could take back to our campuses. It enabled us to answer questions much better and find out a number of opportunities for the men to get into officers' training work, and ways in which they could get into work that would be related to their training and their particular abilities.

They discussed a number of phases of the subject. It developed that there was a great deal of interest in trying to find a way that the college student could know more accurately what they will have to do and the colleges could know more accurately so they could plan for the future. They ended up by asking me to convey to this meeting their wish to join in on anything that might be done here in the way of expressing to the authorities the idea that they thought the colleges and the students and the defense program, or, to put them in the other order, the defense program first and the college and the students could be best served if we could have the plans as they will apply to the colleges and the students made as clear as possible for the immediate future.

They asked me to bring that out here. I also was asked to bring to you the greetings of the Western Association, to say that they appreciated the Association coming as far West as it did last year, Albuquerque, and to express the hope that you would come to the coast, California. You were out there ten years ago. They hoped you would find it possible to come out so the Western Association would join in that meeting. I found myself, in that Association, as the only man coming back to this organization. At our banquet, somebody checked up and found that I was the oldest Dean in the point of service in the Western Association, having served as a Dean of Men for almost nineteen years—this is the nineteenth year just finishing. So, I was glad to get back here, where, instead of being looked upon as a pure antique in the Western Association, I could find a few folks I know that have been deaning a little longer than I, and be regarded as young as I feel. (Laughter)



I do hope that your association will find it possible to come out to California some time in the near future. I know if you come out there you will want to come to Los Angeles, so I want to extend an invitation to come back to Los Angeles as soon as possible. (Applause)

### President Thompson: Thank you Dean Miller.

Fred has decided at this time to announce the appointment of committees. We find that it is necessary to appoint a substitute member on the Committee on Nominations and Place, because Dean Otis McCreery, of Washington State College, is not to be with us, and after listening to Dean Miller's greeting, I think the Executive Committee made a very good choice last night in appointing Dean Scott Goodnight, of Wisconsin, on this committee. So Mr. Miller will have to work hard, at any rate, if he is going to win his campaign. I look for our good Wisconsinite to see that things go straight. The other members of this Committee are Dean Fred T. Mitchell, Michigan State College, Chairman, Dean H. E. Lobdell, Massachusetts Institute of Technology, Dean E. L. Cloyd, North Carolina State College, and J. R. Schultz, Allegheny College.

On the Committee on Resolutions, I appointed as Chairman, Dean L. S. Corbett, of the University of Maine, Dean R. M. Guess, University of Mississippi, Dean Floyd Field of Georgia Tech, Assistant Dean Don R. Mallett from the University of Iowa, and Dean Wray H. Congdon, of Lehigh University.

We have had the question up at times of having the reporters present at our meetings, and this year I think the Executive Committee has decided upon a procedure that will meet with favorable reactions from both the press and the members. We have appointed a responsible party for the reporters, the publicity director of the University, John DeCamp, and he has met and will meet with the reporters who will want to come to listen to the addresses, but we have made it very clear that we do not want to have our freedom of expression in any way tampered with, nor do we want to have any damp cloth thrown over the spirit of friendly banter that has characterized our sessions, and so we are asking the reporters who may be present from time to time, to refrain from quoting any of the private discussion after a paper has been read.

I think in this way we can serve the press whom we are anxious to serve because we are anxious that the people who are interested in our work should become acquainted with what we are doing through the public press and at the same time, as I said, we are protecting ourselves against the attempt to put a damper on that good feeling of friendship and that liberty that some of us made use of in saying things that we did not learn in Sunday School. (Laughter) So I hope you will feel free to address the rest of us as you have done in the past.

We have just a few minutes left until we come to our formal part of the program. We will, in those few minutes, hear from as many as possible of the Deans who can report on state meetings. Now, I shall



ask you to be as brief as possible, and I shall call first upon Dean Garner Hubbell of Principia to tell us very briefly about the work that has been done by Illinois.

Dean Garner E. Hubbell (The Principia): This comes somewhat as a surprise. I think the outstanding result of that Illinois meeting probably rested in the afternoon session, when we informally discussed the topic which Dean Miller said occupied their chief attention in the Western Association, that is the preparedness program and the problems the colleges face. We did not solve anything. We found in our discussion that we wanted the same information he has asked for. We found a diverse activity going on in the college campuses, and I think the highlight of the atternoon, so far as I am concerned, and some others, was the temperament of the discussion. We had one man whom I think jarred me loose from my moorings because he confessed considering whether he was a conscientious objector and he stated that it was the only educational convention out of six that he attended that had discussed the question unemotionally, which I thought was a high point. In the morning we listened to the accounts from two smaller colleges on the way they set up their personnel work, and it was quite different.

But the afternoon session showed us the high point in bringing home, I think to all of us, that the thing we faced in these troubled years, which President Walters referred to as coming ahead, is what might be defined a school in living together.

I am sure that if we pooled our individual ideas now, we would find a hundred different points of view. Each one might be right from its own standpoint. Each one is entitled to consideration and attention from the others, and each one will require the greatest amount of skill and tolerance as we trudge ahead in what lies before us. I felt there was great hope for us in Democracy if we just sit around and be patient and realize that the other fellow is in a different spot.

We met and ate at Scott Hall in Northwestern University, that beautiful new building in Evanston. There were between fifty and sixty present.

President Thompson: Thank you.

Can anyone else report on state meetings?

Dean C. F. Richards (Denison University): The Ohio Association is hardly organized, but we met informally on the eve of the Ohio College Association meeting. This year we met at Granville and twenty-three institutions were represented. We had dinner and informal discussion prepared by Dean Joseph A. Park of Ohio State on the opportunity and responsibilities of students in college and university affairs.

It was our feeling that possibly the Deans of Men had greater responsibility than some regular teaching members of the staff in carrying out some of the implications of democracy on our campuses, and



so we discussed the possibility of student participation in the administration of college affairs.

We elected our Chairman from Kenyon College who invited us to meet there next year at the same date,

President Thompson: Thank you. Any other reports?

Dean A. C. Zumbrunnen (Southern Methodist University): I want to make a report of Texas. We had our meeting in connection with the Association of Colleges and Universities about two weeks ago. We met at the same time that organization met because it gave us an opportunity for a larger number to get together. We have a lot of men meeting with us who are not officially Deans of Men.

I think probably the most interesting thing we had at our meeting was a panel discussion by four young men. When the President of the Association came to me for a conference, we talked it over, and we had one the year before which was so successful that we tried again. So the general subject was participation. We had the extremes, the extreme for participation and the extreme on the other side for opposition. We had the other two, and they were rather between the extremes. I think they gave us a pretty good discussion. The boys spoke for themselves and I think it helped those of us who were there to get, at first hand, what the students were thinking, and I think I can summarize our report by saying that I found it exceedingly profitable to consult with the students and listen to them and hear what they have to say about certain things. They are my best counselors and advisers. We had a good meeting. (Applause)

**President Thompson:** Thank you. Any other reports from state organizations?

Dean D. R. Mallett (University of Iowa): We have not met. We are meeting two weeks from this week-end in hopes that we can get something from this meeting which will serve as a basis for discussion or comment in our state meeting.

President Thompson: Thank you. Any others?

Dean Moore: Inasmuch as no one else seems to have a speech to make, I recommend that we gladden Earl Miller's heart by agreeing that next year we go out to California if they can get the Olympic games there. (Applause and laughter)

President Thompson: We are not going to reprimand you, (laughter) even though it was not quite in order.

Reference was made to past-presidents, and this brings to mind a letter that was just received from our immediate past-president, J. F. Findlay. Dean Findlay, as we think of him, had planned coming to this meeting. I am not going to take time to read the letter. But he does say, "With sincere regret that I cannot share in these three days of pleasure and that I shall not have this year the pleasure of renewing old-



acquaintances at the convention, I am very sincerely yours."

A Dean of Men must never be surprised at anything that happens, but that does not mean that he expects to be taken unawares. So, in building a program, the committee in charge usually tries to have the various points brought out that may be of advantage to the men that are in the active work of the Dean of Men, and this year we thought that it would be well if we could hear from one of our past-presidents who has been away from the work of the Dean of Men, but who is still in educational work, and we thought that undoubtedly Dean Alderman could bring us a message that would help to prepare us better for the discussion of our program and the execution of our duties in our various institutions.

It was a question of just how we should have this topic worded. I do not know that we were exactly fortunate in deciding upon the theme that we gave to Dean Alderman, but if there is anything wanting in the wording of the theme, I am sure that Dean Alderman will make good in what he is to say in the general topic of "Problems of Operation in an Institution Without a Dean of Men." Dean of Arts and Sciences at Miami University, Dean Alderman. (Applause)

Dean Wm. E. Alderman (Miami University): Gentlemen: For almost a year, I have looked forward, not to this particular minute, but to this particular meeting. Ever since I read in the Cincinnati paper that you were coming here this year, I had promised myself that I would renew my friendships. If you want good assurance that I will not be too long, at this time may I say that I am just dying to shake hands with all of you whom I have known so well in the years past.

Dean Moore indicated that you had one use to which you put past-presidents. Apparently when a past-president jumps the fence and leaves the fold, you make use of him in another way.

When your genial secretary, early in March, asked me to address you concerning the "Problems of Operation in an Institution Without a Dean of Men," I had the audacity to question his judgment or the judgment of the committee that suggested that such a subject have a place on the program of this Association. I could not see why Deans of Men coming from campuses where there were Deans of Men and Assistant Deans of Men would be particularly interested in hearing just how it is possible to muddle along on certain other campuses without the aegis of such important creatures. It did not seem to me that it would be altogether heartening for Deans of Men to be told that they were not necessary adjuncts to educational institutions. Why would they not go back to their work in a better frame of mind if they were told that they were indispensable, rather than if they were informed, by one who had left their ranks, that it was perfectly possible and common to organize and administer first rate schools without such factotums as they themselves were. I had no notion that I was to assume that the majority of those present were on the verge of being



fired, and that I was the one who was to satisfy their curiosities as to how the dear schools for which they had slaved could possibly survive with some other plan of organization. Manifestly I was not to attempt to convince all Deans of Men that they should go home and resign in favor of some better arrangement.

Or did the suggested topic imply that the problems on the deanless campus were so acute that a mere rehearsal of them would give such pleasure to the listeners that they would settle back and say, "Lord, I thank thee that my school is not like that school." (Laughter)

Was I to give real satisfaction to my listeners by making them feel that there was at least one institution more benighted and infinitely more unfortunate than the ones from which they came? Was I supposed to assure my former friends in the association that I had no part in creating the organization under which I worked, and to make them pity me because I was an academic dean rather than a Dean of Men, and to look doubtfully upon the school from which I came because its President did not see fit to cure its "problems of operation" by indulging in that cure-all, that panacea, that catholicon—a Dean of Men.

As I intimated above, I had the temerity to confess my doubts, and my suspicions to your secretary; but he came back blandly with the assurance that "The Dean's Association has been quite frank and critical of itself and we are constantly examining our institutions and situations to see whether we are doing the things we should." He attributed my demur, which I thought was based on good judgment, to what he called my "usual modesty." His importunateness and his flattery so enfeebled my discretion that he convinced me that I would be doing this Association a great service if I were to give a prosaic recital of things as they are at Miami, having a care on the one hand not to discredit the school from which I come, and on the other not to make you feel superfluous in the several schools from which you come. Mine then is the delicate privilege of walking a tight rope before your very eyes. I am to carry the deanless schools in one hand, and the schools that you represent in the other. Is it not obvious from the outset that I must not lean too far to the right or to the left? To do so would be to fall off either to my discomfort or to your discredit. I shall do my best to keep upright without too great a show of awkwardness.

But in all seriousness, we must assume from the beginning that there are many creditable institutions of higher learning both with and without Deans of Men. Manifestly, we must assume also that problems—educational, social, moral, and otherwise—are common to all of them; and that each school in its own way is trying to discharge in full its obligations to those whom it serves. Furthermore, we must grant that success in this regard is not all with one type of organization; all kinds have their strong points and their shortcomings. If we allow also that there are ways and ways of doing the same thing and of arriving at the same objectives, we are ready to begin our comparisons.



As I looked over the "Second national survey of functions of student administration for men" made by the secretary of this Association in 1939, I found certain duties performed so infrequently by Deans of Men that I shall have but little to say about them. For after all, a Dean of Men per se does not seem to exist for the selection of faculty members, the conducting of faculty meetings, the formulating of curricula, the direct supervision of dining halls, physical examinations, mental clinics, and health services, and the penalizing of students for failure to attend classes and chapel exercises. It is rather the functions that are more frequently assigned to the Dean of Men that are most germane to the present discussion.

According to the functional survey of 1939 the average Dean of Men in a school with two thousand male students is most frequently concerned in helping young men with their social, academic, emotional, moral, financial, physical adjustments to college life itself.

Democratic philosophy as opposed to totalitarian philosophy has stressed the welfare and the importance of the individual student. So vital is this point of view to us at the present that we would regard its forced abandonment as a major tragedy. And yet we realize all too well that the ruthless violence now stalking across the countries of the world has forced upon us the necessity of a quick defense, in the accomplishment of which much that has been the glory of modern education must be displaced by a routine more characteristic of the factory and the camp. But that way madness lies!

In an attempt to personalize education and to develop the entire person, Deans of Men have been widely employed in the last two decades. The means to these same ends have been many and varied in other schools. An intimate look at one of these seems in order.

Without any apologies for the institution from which I come, I am going to proceed to give you a description of how things are conducted on our campus without a Dean of Men. Miami University, founded in 1809, is a state school with an approximate aggregate enrollment of 3500 students (3300 the first semester) about 2,000 of whom are men. Oxford, itself, is a village of about 2700 people. Years ago, therefore, the University was faced with the alternative of ceasing to expand or of providing living accommodations for the increasing numbers who wanted to come to it. It chose the second course and is now largely a residential university.

Every freshman man, unless he is excused from doing so, must live the entire year in a freshman dormitory. Every woman in the University, unless excused from doing so, must during her entire college course live in a University dormitory or in a cottage supervised by the institution. If she is assigned to a cottage she must take her meals in the dining room of a nearby dormitory. Upperclassmen have three upperclass dormitories at their disposal. Last fall, for instance, 638 out of 695 freshman men were rooming and boarding in the University



dormitories; 282 upperclass men were doing the same; 1234 out of 1341 women were living and eating in quarters operated by the institution. Last September a total of 1967 men and women were housed in University dormitories, and a total of 2154 were eating in University dining rooms. Add to these the 500 men living in eleven fraternity houses, and you will find that a relatively small percentage of our student body is to be accounted for as town students living at home, commuters, and students working for their board or room outside the dormitories.

Miami University, as you know, is called the "Mother of Fraternities." The Beta Theta Pi Fraternity, the Phi Delta Theta Fraternity, and the Sigma Chi Fraternity, known as the Miami Triad, were founded at Miami in 1839, 1848, and 1855 respectively. Even before that, in 1835, Miami had a chapter of Alpha Delta Phi, the first chapter of a Greek Letter organization to be established outside New England. In 1906 the Phi Kappa Tau Fraternity was founded at Miami. The fraternity tradition covers most of the living years of the University itself. The groups are strong and healthy. They cooperate with the University admirably, and the University with them. I am telling you this because at Miami, a residential university, freshman men may not live in a fraternity house, freshman men may not be pledged to a fraternity until the beginning of the second semester, and a pledge may not be initiated until the beginning of his sophomore year. During his first semester a freshman is not allowed to go to a fraternity house, and a fraternity man may not visit him in his room except with permission. During the second semester when he may be a pledge, he is still living in the dormitory, with the same classmates that were his associates during the first semester. A few of them are now his pledgemates, a larger number are pledged to other groups, and still more are yet unpledged to any group.

I have put first these items concerning residence and deferred pledging because I think that they will help you in understanding some of the arrangements described below.

A freshman man who has been admitted by a committee composed of the Vice-President as director and chairman, the Registrar, and the Dean of the College concerned, attends Freshman Days that have been planned by the Registrar, elects his studies with a designated adviser from the college in which he wishes to enroll, and begins his year of residence in the dormitory to which he has been assigned.

In that dormitory, in addition to an adequate number of upperclass proctors, there will be one and perhaps two resident faculty advisers. These men have been made freshman advisers because of the aptitude or training or both that fits them for the responsibilities that they are to assume. In one or two cases, this adviser gives all of his time to the boys in his dormitory; in other cases the adviser may teach fourth-time or half-time and give all of the remainder of his services to the boys in his unit. In a very true sense this resident faculty adviser is



a Dean of Men and an Assistant Academic Dean to his group of men. He counsels with them about personal and academic problems, adjusts their schedules to meet conditions, confers with and writes to the parents, keeps a record of all helpful items on a very complete personnel blank, and so on. In short, this faculty adviser who eats with the boys three times a day, and lives with them seven days out of the week, knows more about those in his group than does any other person. As occasion arises he may confer with the instructors or the academic dean of a given student, or he may send the boy himself to the psychological adviser for freshmen, to the Health Service, to the Vocational Guidance Clinic. He may report the boy to the Discipline Committee because of infractions, or he may appear before the same committee in behalf of a student who may be wrongly accused.

Similar arrangements obtain in the residence halls for freshman women. All of these carefully picked freshman advisers for men and women constitute a Board that meets at least twice every month to discuss policies, to exchange experiences, and to make recommendations to the Academic Council concerning the excusing of absences, warnings, dropping, probation, and the like.

Toward the end of this first year each freshman adviser has a special conference with each advisee. At this time he adds all possible information concerning vocational preference, activities, etc., to the personnel blank. On the basis of vocational objectives, the freshman is then assigned to an upperclass adviser, who at that time, with all collected information in his possession, becomes the registering officer for the sophomore year. The next September this new adviser assumes all the relationships and duties that the freshman adviser had had, except that he does not live with and eat with the students. In the College of Liberal Arts, for instance, we have ten of these upperclass advisers. Each is well-qualified to deal with the varied problems of students, and each is well-informed concerning the vocational and professional requirements in the fields represented by the students who have been especially allotted to him. For three years then, or until the student is reassigned because he has changed his vocational objectives, this new upperclass adviser acts as a kind of dean to each student in his group. Each one of these advisers has an office to himself; each one is given compensation from his teaching schedule in proportion to the size of his group. Each upperclass adviser continues records on the personnel blanks that come to him from the freshman advisers. He confers with his students on all kinds of questions, gives them vocational and personal advice, acts as registration officer, sees that his students fulfill the academic requirements appropriate to the degree, directs vocational preparation, writes letters to parents, and serves in an advisory capacity when one of his students is before the Discipline Committee. He receives regular reports from the Registrar on mid-semester and semester marks, and is responsible for giving them out to his students. He receives reports from the Health Service when one of his advisees is out of class because of illness, and has from the



Registrar once each year a complete photostatic copy of the record to date of each of his charges.

These upperclass advisers in the College of Liberal Arts constitute a Board that meets at least twice a month with the Dean of the college as chairman. As in the case of the Freshman Advisers, the Upperclass Advisers recommend to the Academic Council actions concerning cancellations of absences, probation, dropping, and so forth.

Mention has already been made of the Academic Council. This body, meeting twice a month, acts for the General Senate between its far-spaced meetings. It is composed of the President of the University, certain few representatives from the Board of Freshman Advisers, the upperclass advisers from all divisions of the University, the Registrar, and the Director of the Health Service. Before it are read all the minutes of the meetings of all groups of advisers. It reviews the actions of these groups and passes on the recommendations that must have its sanction. It is in this body that the necessary unity between divisions is effected.

Admissions, approval of rooms in private homes, the selection of proctors for the men's dormitories, regulations within the residence halls for men, the awarding of scholarships, and the granting of loans all center in the office of the Vice President of the University. The faculty advisers in the men's halls are responsible to him, and he in turn is Chairman of the Freshman Advisers and a member of the Administrative and Academic Councils.

The Administrative Council, composed of the President, the Vice-President, the Dean of Women, the four academic Deans, the Secretary of the Board of Trustees, and an elected representative of the faculty, acts as a Calendar Committee for the University. This group passes on and schedules all public events—social, academic, and semi-academic—decides upon the uses to which university buildings may be put, sanctions the establishment of social, musical, and departmental groups and clubs, and, as occasions arise, encourages or curtails activities of various kinds.

The University employs a Social Director who is responsible to the Dean of Women and to the Administrative Council. She works with party chairmen in the preparation of budgets, selection of orchestras, and choosing of decorators and chaperones. Within certain approved limits she works quite independently, but in all special cases she asks for advice and authorization.

The University has adequate hospital facilities with three full-time doctors and six full-time nurses; a Director of Religious Activities; an N. Y. A. co-ordinator; a Psychological Adviser to freshmen; a Vocational Guidance Clinic, and a flourishing Y. M. C. A. with a paid executive secretary.

One of the regularly constituted committees of the University Sen-



ate is the Committee on Student Organizations, composed of both mea and women. It concerns itself largely with fraternities and sororities. Its chairman is adviser to Fraternities, and as such meets regularly with the Council of Fraternity Presidents, and works closely with the groups collectively and individually. He interprets the University regulations to successive generations of fraternity officers, advises with them on matters scholastic and moral, and works with them in their plans for rushing and pledging.

The various student activities, including fraternities, and sororities, number over a hundred and receive and disburse more than a third of a million dollars annually. The treasurers of all these organizations are under the direct supervision of a full-time auditor of student accounts. Budgets must be prepared, approved, and adhered to. Uniform systems of books are required, and these are audited once a month in case of large accounts—less frequently in case of small accounts.

If those of the three thousand plus students who could afford to have respectable automobiles or worn-out contraptions were turned loose with them in a village that is only a mile square, the result would be pandemonium. Hence a strict automobile regulation has always obtained. In the catalogue itself, students who feel it necessary to bring an automobile to college are firmly advised to select an institution other than Miami. The maintenance of an automobile or motorcycle in Oxford or its vicinity without the permission of the President is strictly forbidden. Strange as it may seem to some of you, the responsibility for the administration of this regulation remains with us in the Office of the President. To be sure, the secretary in that office takes care of many of the details, and others of them are delegated to the Vice-President at times. But the President himself, with tact and patience, gives of his valuable time to the end that life will be safer in Oxford, and the time of students less imposed on. To be sure, cases of infractions are turned over to the Discipline Committee.

The mention of that committee makes appropriate here a word concerning its organization and operation. The five faculty representatives to the Men's Disciplinary Board and the five to the Women's Disciplinary Board are elected by members of the Senate, voting by ballot. The two student members on each Board are appointed by the Student-Faculty Council. These Boards act separately in cases of men and women, but representatives from each act conjointly when both men and women are involved in the same offense. In each separate action the student's adviser becomes a non-voting but consulting member of the group. Each Board elects its own chairman and secretary. Cases are reviewed and penalties are assessed by these Boards, and the minutes of their actions are read at the meetings of the Academic Council.

These, then, are the ways in which certain functions frequently performed by or under the supervision of a Dean of Men are taken care of at Miami. What about the relative values of the two systems?



Take discipline as an example. If a Dean of Men is responsible for it, he knows all of the cases, and can bring continuity and uniformity to them. An elected committee is a changing committee. A valuable member of one year may be replaced by a useless member the year following. A committee of this year may look less askance at certain infractions than did the committee of the year before, and it may frown more sternly on others than did its predecessor. But such a committee, because it is changing, is likely to be less static and more resourceful in the devising of penalties than is one man who hears the same tales and reacts in the same way from year to year. Whatever stigma may go with discipline does not come to adhere to any one person or office. When mistakes of judgment are made the attendant student resentment passes with the expiration of the terms of office of the members of the Board. When advisers (and this is the case with us) are not eligible to election to the Disciplinary Boards, counselling and punishment are kept apart. In other words, there are compensations for the weaknesses of the system.

Then, too, it may be objected that the Miami system is a scattered, a decentralized system. Where there is a Dean of Men, a thousand and one things may be attended to in one office. And in that one office all of the facts concerning all male students are readily available. There is more than a modicum of truth in this. But at Miami, where an adviser is responsible for all of the relationships of a relatively small group of men, it is quite possible for a given student to be better known than could possibly be the case if he and all other men in his University were responsible to some one office presided over by one man and an assistant or two.

To say these and other things favorable to the system that I have been describing is not to argue that there are no problems of operation. They are with us, and they are acute. It is no small task to individualize the treatment and the advice given to thirty-five hundred students. You know full well what the problems are, and I have tried briefly to tell you how we attempt to solve them.

If Miami University were not a residential school, if Oxford were large and crammed with distractions, if our students did not have to be more or less self-sufficient in organizing their own social life and their amusements, if they had cars at their disposal, if there were not deferred pledging for men, our problems would be fairly different from what they are, and our organization could not be just what it now is. The absence of a Dean of Men is not to suggest a prejudice against him. Maybe it is just accidental that a satisfactory system has been evolved which does not include him. But we do have a system. Back of it there is a definite philosophy, and on it there are spent many thousands of dollars. And the glory of it is that it seems to function and bring results. (Applause)

President Thompson: As I sat listening to Dean Alderman I was wondering whether Miami's system was not made a going one by their



going out and getting past Deans of Men and Assistant Deans of Men, and that is probably the reason why it works to such satisfaction. (Laughter)

We are now going to hear from another man from Miami University, the former Assistant Dean of Men of the University of Illinois, Dean R. E. Glos. (Applause)

Dean Ray E. Glos: I understood my part in this program was to help Dean Alderman answer questions that might come from the floor, and I have no formal remarks prepared. However, I think that I might mention one or two items.

Some of the Deans of Men do quite a little hospital visiting. This is something which perhaps we do not do as well as we might because, whereas a Freshman adviser would probably know more about their advisees going to the hospital and go over to see them, the upperclass advisers frequently, not living with the student, would not know until a report came in that the student was in the hospital. So the very fine practice, I am sure many of you follow of going to the hospital and seeing the boys there, and trying to help them out in any way possible, is not taken care of adequately.

Another item that might be mentioned is that of what happens if we have what is sometimes called a student riot. I suppose all of you at one time or another have a group of students who march about something. We fortunately do not have many, but a few years ago some boys decided to climb a water tower but the city officials did not want the water tower climbed. At that stage there is no one but the President who is responsible. If the President is out of town, I don't know who would try to bring the boys in line. I presume it might be anyone who might unfortunately appear on the scene first. (Laughter)

I mentioned this as an illustration of some of the odd duties a Dean of Men may perform. Under our system of assigning regular functions, we have no one responsible for these irregular functions. We do, however, seem to handle most of these things by someone stepping in to the breach and trying to keep things going along on an even keel.

I presume that several questions might be coming from the floor about the operation of an institution without a Dean of Men, and I would like to join Dean Alderman in attempting to provide answers. Thank you. (Applause)

President Thompson: I think that we are going to let Dean Bruere take charge of handling the questions and whatever discussion we have. Before giving the floor to Dean Bruere, I want to say to Dean Alderman and Dean Glos that we appreciate the fact that you came up to discuss this problem before us now.

The discussion will be led by Dean John Bruere of the College of Wooster, and he will direct the Conference. We have, if it is necessary, a half hour for that discussion, but we should not go beyond twelve, if we are going to be able to put through our program for the luncheon



and the afternoon. Dean Bruere. (Applause)

....Dean John Bruere assumed the Chair....

Chairman Bruere: I feel that somebody is on the spot this morning, and I don't know whether it is these two Deans of Men or the rest of us, (laughter) but I have the feeling that I had better play safe and stick with the rest of us, for we are a larger crowd this morning. Now, I have already expressed a dismal ignorance and will probably continue in that same vein. I had the audacity to write to Dean Alderman and tell him that I was to attempt to conduct the discussion after the topic that he was to discuss, and that I presumed, of course, it was a hypothetical situation. (Laughter)

I am sure that we are all convinced by now that it is not a hypothetical situation, and I don't know just how successfully we can heckle these gentlemen after the rather convincing picture they have given in a functional set-up in which we have not been functionally represented. As our President has said, however, that institution has bootlegged two Deans of Men in. (Laughter) We may gain some solace in that.

If there are any questions, we will just fire away. I'll watch the fight from this vantage point.

Secretary-Treasurer Fred H. Turner (University of Illinois): I have a question which I would like to raise. The description of the set-up you have given us there is perfectly clear in this respect, that as far as the functions go, you are doing the same thing as other institutions do. Furthermore, for all ordinary situations you have the machinery set up so that you have a committee or an individual or some one who is appointed to do the thing that practically every man in this room does in some stage of his work. Now, Mr. Glos mentioned the possibility of a riot. In any carefully geared machinery you are going to get to the emergency situation when the machine breaks down.

I remember reading about a wreck where a boy or two was killed. Possibly a question of identification arose. The questions of what happened? how can we get in touch with the folks? and things like that come up. How do you meet that situation?

Dean Glos: I will answer that question because I was involved. There were four boys in that car, leaving for Christmas vacation. Three were killed and one lived. The question came up, of course, who would notify the parents? Who would take care of the identification and so forth? There were four boys; three happened to be in the School of Business Administration. The School of Business Administration seems to get all the boys that get into most of the trouble. (Laughter)

One of the University officials, quite by chance, happened to be on the scene, and he called me and asked if I would not take over some of the duties involved, which I did. I spent most of the afternoon trying to get in touch with parents and grieve with them, and generally, as I wrote Dean Turner, played Dean of Men for most of the afternoon. If



I had not been in town, or could not have been reached by telephone, someone else would have been called—I don't know who.

That is what I was trying to point out. We do have a machine to handle everything of a routine nature, and I am inclined to believe, somewhat better because we have more people working on it. On these emergencies, where there is something which is not routine, we are perhaps presenting our weakest front. It is true that somebody always is found to do this sort of thing, which may be most anyone. In fact, one of the most helpful faculty men in connection with this automobile crash was the faculty adviser of the fraternity which was involved.

The first thing I did was to call the faculty adviser of the fraternity, who came in and spent the afternoon helping. The university's head physician came in and did a lot. Various people come into the picture, but there is not one officer who would be the person requested or expected to take over a function of that sort.

I think the work gets done, but who does it seems an uncertainty The reason some of the work is done better is that the students are better known by someone than is possible with a Dean of Men. Dean Alderman mentioned, the other day, that it is surprising, when a student's name is brought up in the council, how much various individuals know about him. Sometimes as high as three or four know him, including, for example, the N. Y. A. coordinator, the Freshman adviser, the upperclass adviser who sees him quite frequently, and others, all able to contribute information about the student.

We have a personalized touch which might not be possible in a larger group.

Dean Scott H. Goodnight (University of Wisconsin): Mr. Chairman: They don't allow the boys to drive cars there, so when they get into vacation time they crack up. (Laughter)

The last thing I would want to do is to push Dean Alderman off the tightrope. He did a beautiful balancing job. He performed marvelously. He did not commit himself either way. I should like to put him on the spot to do so.

If one of our multi-millionaires were founding a new institution, and appointed Dean Alderman as President, and told him to get going, would he prefer the type of Association that he has at Miami, where they seem to have 30 or 40 Deans of Men, or would he prefer one choreboy, under the name Dean of Men?

Dean Alderman: That is a hypothetical question. I think I would have heart failure before I made up my mind. I think it would depend entirely upon what he wanted done with that million dollars. I brought along these. (Displays pictures) I don't think you will understand what I wanted to say until you understand our dormitory situation. If I were having one kind of dormitory system, I would have one kind, and if I had another, I would have the other kind.



(Picture) Here is a Freshman dormitory where there are two Freshman faculty advisers. (Picture) Here is another Freshman dormitory in which there are 180 men. They have an adviser who gives one course in the psychology department and helps with the vocational guidance and clinic. And the rest of the pictures go on like that.

I think if I could have a system like that, I would be perfectly satisfied with no Dean of Men. Maybe if I had that much money, I would have both of them. Here are three portfolios, each one showing some things about certain dormitories that you may be interested in. Mr. Selarias, in Cincinnati, is the architect for the university. This is a personal book that he has given to the Board of Trustees. (Passes book through audience)

I think I would say that I would like to have both, Dean Goodnight.

Dean D. H. Gardner (University of Akron): I would like to ask first, how many advisers, and secondly, how much money is spent on this thing? I don't want to embarrass you, but I would like to know. From the outline that you have given, of the theoretical functioning of this method, at any rate, I estimate about thirty people on the staff; am I right?

Dean Alderman: More than that, I would say. In the College of Liberal Arts, we have ten. In the School of Business Administration we have seven. The Board of Freshman Advisers would be fourteen. I would say that we have more than thirty people. Perhaps we have between thirty and forty people who are doing much of this work, and as I indicated in the last sentence of my paper, thousands and thousands of dollars are being spent.

The head of the whole thing is probably the Academic Council, but it all centers there in that organization, and there is probably no individual head.

These upperclass advisers that I spoke of in the College of Liberal Arts give on the average of three hundred hours apiece to students, in interviews with advisers, interviewing parents, writing letters, keeping records, attending meetings, and so on. I think that suggests the extent to which those people function. Some are teaching as many as ten hours and many as little as two hours.

Dean J. H. Newman (University of Alabama): How long do these advisers work? Do you have them over a period of years, or do you have to have a changing personnel?

Dean Glos: The advisers for the upperclass men are chosen from the teaching staff, and all of the advisers in the School of Business Administration, at the present time have been in continuous service as long as they have been advisers. Our school has been growing rapidly and we have been adding year by year, but all the original ones are still serving. There is occasionally a change made necessary by a resignation on the staff. Most of the advisers, once they become advisers, stay



with it. Some of the students that you have coming to you as a Sophomore, stay with you in the Sophomore, Junior and Senior years. There may be a possible shift because of enlarged enrollment, which makes necessary additional men, and so division of the students is necessary. Most of the advisees, however, remain with the same man for three years.

In the Freshman dormitories, most of the Freshman men advisers have been on the job four to six years, and more. We made only one change last year. The President of the university selects these men. The personnel forms, which Dean Alderman brought along, follow the student wherever he goes. When he does shift to a new adviser this form goes to the new adviser, so that all the past information collected on the student, including grades, and any comments, travels with the student. The new adviser has a minimum amount of difficulty getting acquainted with the student.

I think the question of how much money is involved, has not been answered as adequately as it might. All the upperclass advisers have an academic rank. They are paid what they would be paid for those services, but their teaching load is reduced. The man might have a normal load, we will say, of about fourteen or fifteen hours, and this will be reduced to eleven or twelve hours when he assumes the duties of an adviser. Consequently about one-fifth of his salary could be allocated as a cost of the advising program.

A few Freshman advisers do not teach at all. Most of them teach one course, perhaps two at the outside. They have an academic rank, and again, they are being paid about what they would receive at their particular level of academic rank. That varies, however. In the School of Business, we have three advisers who are heads of departments.

Dean Donald DuShane (Lawrence College): I would like to make a suggestion which is probably out of order, and certainly not worth while. Next time we take up a subject like this, the title should not be "Problems of Operation in an Institution Without a Dean of Men." I was quite interested, a year ago, in student comments in an institution that had decided to get along without a Dean of Men, and had transferred his duties to the Dean of Women. (Laughter) She was an elderly person between 65 and 70, and the student comment was that there were times when the advice seemed scarcely adequate. (Laughter)

Dean A. E. Sovik (St. Olaf College): You talked about the discipline committee. I was wondering just what kind of discipline that is. Is it those cases that are so serious that the student is dropped from college? For instance, here is the head of the dormitory; you have a boy who is a trouble maker. Is the man at the head of the dormitory responsible for that or just how far does that discipline committee extend its activities?

Dean Alderman: According to the charter, discipline does center in the university faculty. The present president feels that there is



virtue in having the general faculty feel a responsibility for the conduct of the student. Now, the general faculty has set up its representatives itself. That discipline committee handles all discipline other than academic questions; that is, all that is reported to it. Certainly a man responsible for a Freshman dormitory would do his best to make this particular student more cooperative. But, if he failed, he certainly would report him to the discipline committee. All cases of major infractions, cheating, automobile regulations, conduct, abuse of privileges in the dormitory, and so forth, might very well be reviewed by the discipline committee which represents the university senate as a whole.

Dean G. A. McConnell (University of Illinois): What is your real reason for deferring pledging? Why do you have that system?

Dean Alderman: That was in vogue before I came there because it is helpful in this dormitory system. These people coming into university dormitories in which thousands of dollars were spent by the university for advisers should be guided during their Freshman year by the university. That is the reason I said in the last paragraph of my paper, that if it were not a residential university it would be otherwise, but it is that way. This seems to have worked out all right.

Chairman Bruere: It seems to me that there are several questions that emerge in our own thinking as we listen to this, and that is, are we, as Deans of Men, doing some unnecessary things? As we listen to this account of a set-up in which there was not an actual Dean of Men, we probably noticed the omission of some of the things we were doing. There may be some unnecessary things that we have collected that we should challenge in the light of this discussion.

The second question is, are we doing some things that other officers in the university or college could do better? And the third, the most important of the three, is whether we are not really developing some system of this sort in which people are taking responsibilities and discharging them adequately, or are we along, by ourselves, to have everything in the way of leadership dumped upon us?

I think all of us realize that after we return from a short absence that things have gone along pretty well without us and it is possible to have something of an organization that will function adequately, if it is adequately supervised. It does seem to me that the question I am sure that is still in our minds is, is there adequate leadership in this system to provide continuity? I have noticed, where there is a changing personnel, that the executives would go through a cycle, and you can come back to the position that the few years previously had been abandoned. It does seem to me that the Dean does provide continuity from one generation to the next.

Dean Richards: I would like to ask this question. From some things that Dean Glos said, I inferred that there were very few changes from one upperclass adviser to another. What provision has Miami for vocational guidance?



Dean Glos: We have a vocational clinic. The vocational guidance clinic is available to all students in the university, and the advisers refer the students to that clinic. A student may come into an adviser, and one of his problems at the moment is what shall he do with himself? Perhaps because he is not getting along very well, he is not interested in the work he is taking. The student is referred to the vocational guidance clinic which has a program, charging three dollars at the present time, which takes about fifteen hours of testing, not counting the conferences which would go with the testing program, and at the conclusion of going through the clinic, as we call it, the student is given a report, and the report is given to the adviser of the guidance clinic. That clinic is a separate organization which is serving the university in much the same capacity as the health service.

Chairman Bruere: I am sorry, but our time is up. (Applause)

.... President Thompson resumed the Chair....

President Thompson: I am sure we all feel indebted to these three men who have given us this splendid discussion this morning.

....Announcements....

....The meeting adjourned at twelve o'clock....

### THURSDAY AFTERNOON SESSION

### **APRIL 17, 1941**

The meeting convened at two o'clock, President Thompson presiding.

President Thompson: The meeting will come to order. Dr. Dykstra
has not come yet, so we are going to ask Dean Gardner to make his
report. Dean Gardner. (Applause)

Dean D. H. Gardner (University of Akron): Mr. President and Gentlemen: In November, 1938, your Executive Committee started a movement to discuss the coordination of the various national groups interested in student personnel work. A meeting was held in Akron which has been reported to you, as were the two subsequent meetings in Cleveland in May, 1939, and in New York in November, 1939. The New York conference appointed a standing committee consisting of H. E. B. Speight, Dean, Swarthmore College, Chairman; Sarah G. Blanding, Dean of Women, University of Kentucky; A. J. Brumbaugh, Dean of the College, University of Chicago; D. H. Gardner, Dean of Students, University of Akron; E. K. Smiley, Director of Admissions, Lehigh University, Secretary; and Helen M. Voorhees, Director of Bureau of Appointments, Mt. Holyoke College.

At the annual meeting last year, Dean Turner told you of the meeting which this Committee held in Washington in February of 1940. At that time the Committee set forth six ways in which they felt they could function. The six are as follows:

- "1. The Committee for Coordination should probably meet twice each year and at least once each year at times and places designated by the joint committee which, for the present at least, should act as a steering committee.
- "2. The Committee for Coordination should hold itself available to serve in an advisory capacity to research agencies in college personnel work.
- "3. The Committee for Coordination should assemble and distribute to actual workers in the several colleges and universities available information and reports on studies in the field of college personnel.
- "4. It should promote regional group meetings in those areas where such meetings are not now available to all personnel workers. Through these group meetings it should seek to promote mutual understanding among workers in the personnel field.
- "5. It should cooperate with and strive to coordinate the work of the several organizations of personnel workers.
- "6. It is to be emphasized that the Committee for Coordination is to cooperate with and not to absorb any existing organizations. It is also emphasized that the Committee is not conceived as a superior committee nor a board of experts to evaluate the work of an existing or-



ganization, but rather as a clearing house for consultation and information and as an agency for furthering research and the results of research."

In order to carry out the work of coordination, the Committee offered its services to the American Council on Education and the Office of Education and also sought a subvention from one of the foundations. The international crisis, however, changed the entire national situation so much that, as you know, various new committees have been appointed by national agencies for coordinating educational activities. As a result, the Committee on Coordination has been unable to make much progress.

The Committee met in Atlantic City in February, 1941, and discussed several matters. I assumed the chairmanship of the Committee at this time as Dean Speight was forced to resign because of the burden of his new commission. One problem discussed was the need of a journal dedicated to personnel work on the college level. It was agreed that there is a great need for such a publication but that this is not an opportune time to undertake such a project. On behalf of the American College Personnel Association, Miss Voorhees suggested that the Committee undertake a systematic survey of the several organizations and the secretary was instructed to prepare a list of the organizations and to suggest an outline which might be followed in making such a study. It was further recommended that possibly carefully selected graduate students, under the supervision of some competent personnel officer, could carry out the detailed work of the study.

The secretary has proposed that the study of the various organizations be made along the following lines:

- "1. Summarize their objectives and membership qualifications as described in constitutions or by-laws and studies.
  - "2. Classify the papers delivered at their conventions.
- "3. Summarize the existing studies, such as Turner completed for the Deans of Men.
- "4. Determine effectiveness of organization and membership as gleaned from local campuses by members of this Committee."

At the present time the secretary is reviewing the situation and we expect to have a meeting of the Committee in the near future to see whether the proposal can be properly implemented.

It is apparent from this report that progress in this matter has been slow; nevertheless, I would like to call to your attention that there is a deep-rooted interest on the part of all the organizations in the idea of bringing about coordination of their efforts in the field of student personnel work. What the future of the Committee will be, I cannot prophesy, because like so many other educational activities, it is dependent to a great degree upon the national situation. (Applause)



President Thompson: Thank you, Dean Gardner. I feel that the Conference is very fortunate in having Dean Gardner continue as a member, to study this work. It was decided last night at the Executive Board meeting that Mr. Gardner should continue, and he agreed to do that.

We are now ready to turn to what was termed as a very "problematic" conference this afternoon—turn to the panel on Defense Problems. Dean Ralph I. Williams of the University of Maryland will act as Chairman of the panel, and I will ask him to take charge now and direct the rest of the program this afternoon. I may have a word to say at the close. Dean Williams. (Applause)

....Dean Ralph I. Williams assumed the Chair....

Chairman Williams: Mr. President, Dr. Storey, Fellow Deans: Last night, at a 2½-hour session, we changed the plans of the Defense Problems Panel today. Possibly I should say we curtailed the plans of the Defense Problems Panel in order to give us the opportunity to hear from Dr. Dykstra and Dr. Storey as much as we possibly could in the time they have so graciously given us. With this change in the program, Dean Hubbell will not give a short presentation he was to give, but will be the recorder, or the person who is going to keep track of the issues that are brought up in the discussion, and at the end of the program will bring out any that have not been thoroughly discussed, or he will try to summarize any discussion or suggestions we have brought up from the floor which you might want to include in requests back to the Committee on National Defense or any other sources.

We had no idea of any formal resolutions following this discussion. We hope they will be carried out in institutions in which you are active, or you will have this National Defense Committee in Washington take the suggestions that you as a group may decide on at the conclusion of the Panel. We will have a question period, following Dr. Storey's presentation, of approximately 20 minutes.

I would like to say that it seems to me we are in a second phase of our defense effort. Last September when this National Committee on Education and Defense was first formed, we were at the outset of the first phase—a blind, all-out effort of defense. The 40 educational institutions present at that meeting voted, in this early stage, a vote of confidence in the government's acts, including the Selective Service Act. Since then, however, it seems to me that we are going into a long-term phase, and we as deans of men will have a more important place.

Illustration of this second phase is shown in a letter from Commissioner of Education Studebaker, which you may have seen. It went to all college presidents, not very long ago, stating that the presidents and deans, the executive officers of higher learning, should now urge deferment of students and faculty who are engaged in or preparing for occupations which might be necessary to the national defense, and that they should no longer feel reluctant to do so. With this example—



an isolated one, it is true, in the whole defense program—I would like to say that this panel has been designed to discuss defense problems of our country, not our students or institutions. We want that to keep out of this discussion today. We hope we can carry back to our college presidents data which will be significant to our institutions and our country.

We are discussing total defense. We are extremely fortunate today in having Dr. Storey and probably Dr. Dykstra to give us authoritative information on our Nation's plans, and help us evaluate our jobs in the defense set-up.

When I first came to this meeting in Washington, I thought it was ridiculous to call all these organizations in. But if we analyze it further, if each of us realizes we have a particular job, no matter how small it is, and we will work together, we will be able to help the total defense effort.

In our own occupations, I think we fall into three general classifications. As citizens, we certainly have the duty of aiding, as all our citizens should, in encouraging intelligent patriotism which is sweeping the country. As staff members of institutions, we have this job of helping to push the job that the institution has been given, and see that it does not die in the president's files, and in helping the entire institutional set-up. And as deans of men, we really have an opportunity to help insure a leadership in America that will have backbone and ideals. I think Stanley Coulter and Roe Bartle, whom we hope will be with us tomorrow night, can best tell us of that duty of ours.

Without further ado, I would like to call upon a man who has come from New York to talk to us on the subject "Deans, Advisers, and College Hygiene." Dr. Thomas Storey, Special Consultant for the American Social Hygiene Association of New York, was until recently the Director and was the founder of the School of Hygiene and Physical Education at Stanford University, and is fitted to discuss this program of defense as it affects the university and college hygiene problem. Dr. Storey. (Applause)

Dr. Thomas A. Storey: Gentlemen, I chose my subject today in order to set before you some interpretations that have been built up from my own experience in college hygiene during the past forty-five years. In order to make my discussion more clear, it is important that I first explain or define, the sense in which I use the word "hygiene"; the sense in which I use the word "health"; and the meaning to me of the words "college hygiene". I can then stress more confidently the part that deans and advisers of men and other advisers may and by all means should play in a college hygiene program. I hope, then to call attention, vividly and briefly, to the mounting emergency of our preparation for total national defense. Finally, I shall insist upon the fact that this emergency does not mean new programs in colleges and universities, but a very much better interpretation and a more vigorous use



of the programs that are now in operation, particularly those that belong to college hygiene.

Hygiene, as I see it, is constituted by the biological principles and the consequent behaviors, forced and persuaded by those principles that produce, improve, maintain, and defend health. My interpretation of the word "health" is that it is a measurement of the qualities of life—somatic or bodily qualities; mental or psychological qualities; and social or social psychological qualities.

I don't have to explain to you what I mean by somatic or bodily health. We have talked for a long time and a great deal about mental health, and each of us has some sort of an idea of what mental health means. But the conception of social health is not common. I would like to stress the fact that health is always in part—sometimes in large part—measured by the quality of the social behavior of the individual. Your social health is made up of the behaviors that enable you to carry on a worthwhile social technique, making you a social person in your community, leading you to take part cooperatively in the operation of the social structures that protect and defend groups and individuals in the community from health injury, from damage to life.

Social health is a product of social education. If you think there is not something wrong with our social education, read the paper to-morrow morning and note how many murders and other crimes are noted therein; how much evidence you see there of bad social health.

I said a moment ago that hygiene is constituted by the biological principles and the consequent behaviors that maintain and defend health. Biological principles of hygiene are products of the fundamentals of biology. Let me explain briefly what I mean.

I suspect all of you know that every human life begins as a bit of living protoplasm, almost too small to be seen by the naked eye. The union of two germ cells-a paternal and maternal germ cell which carry the paternal and maternal heredities—form this bit of protoplasm about 1-200th of an inch in diameter. We call the individual in this stage a fertilized ovum. All that happens afterward is a product of favorable biological heritage, favorable environment and of favorable behavior of heritage in relation to environment. When these three factors work favorably, there is produced an individual with 4000 to 5000 billion tissue cells, arranged in organs and systems that perform the functions of life. This multicellular individual has a government that was potentially present in him as a single cell. He is interpreted by a personality that developed and matured with his growth and education as an individual from his beginning as one cell up to his multicellular adult organization. So we have these three groups of biological fundamentals—heritage, environment, and behavior—that constitute the principles of hygiene.

Out of these fundamentals of biology, out of these principles and the behaviors which they determine, come our college and university hygiene programs.



Ordinarily, the first thing that a young man or woman finds in college is that there is a desire to discover what health faults, defects he carries. An inquisitive search is made for health faults that may be present after from 16 to 19 years of experience in which his biological heritage has been subject to the ways of his home and family, the mores and customs of his group and community, and to the environment in which he has developed since his beginning as a single protoplasmic cell. So, in the typical American college, there is a student health service that is a part of the student health program. Our student health services do a pretty good job in their examinations of the somatic or bodily health of the individual. They know quite a good deal about bodily defects. They are a little less able to do a very good piece of work under these circumstances searching for evidence of mental defects, and they do practically nothing in these brief examinations to learn about the social defects of the individual—his personality deviations and faults.

We try; and on the basis of this information, our medical advisers, our health advisers, or the directors of our student health services attempt to explain to the individual how he may modify his behaviors; what there may be wrong in his beliefs and his habits that he can correct and what to do to bring himself or herself into a better total health status.

Along with the student health service, we have, in some institutions, the service of a team physician, who is concerned similarly with helping correct mostly somatic injuries, but who nearly always faces a certain amount of mental and social maladjustment.

We have set up rest homes for the care of men and women who do not need hospitalization but do need the sort of home experiences that those devices may provide in a college. We have infirmaries and hospitals for students. This whole area constitutes one of the main health programs in a total program of college hygiene.

The second group of programs that I think of that are part of the total college hygiene program are those that are concerned with favorabe environment—the second group of biological principles upon which life depends. Those colleges and universities which are placed in communities have the benefit of the fact that society has learned that it is important to set up organized plans for the control of community environment; therefore, the college or university profits by such structures as the community health department; the police department, which protects life; the fire department (I wonder if you know how many people were burned to death last year); the department of water supply and so on. Most of you are too young to realize what pure water supplies have done for health in nearly all of our communities. The community sets up regulations governing the purity of milk and other food supplies (biological environment). It provides recreation and play facilities that furnish favorable societal environment.



But in addition to this, the college authorities are concerned with securing the favorable influence of its own environment. It is responsible for the dormitories in which students live, the classrooms in which they work, the laboratories, libraries, exercising and recreational halls, eating halls and food supply, and so on. It is true the college authorities are sometimes guilty of extraordinary inconsistencies. But nevertheless, they have, in one way or another, a variety of programs which are concerned with the production of favorable physical, biological and societal environment, thus satisfying this second group of biological fundamentals that are essential to life and health.

The third group of programs belongs to what you may call informational hygiene—classroom presentations of the facts of biology which explain the practice of health by the individual, the practice of health habits by the family group and other groups (group hygiene), and the practice of health habits by all structures of society (societal hygiene). The courses on group hygiene that stress family hygiene are most important. Such a course is concerned with a preparation for marriage and parenthood—the things that should be done for the health benefit of the newly-born; for the benefit of the infant, the child, and the youth.

I hardly need tell you that infancy and childhood is the most important period in the life of a human being for growth and for the development of attitudes and habits and ways of health. This is the time of greatest biological susceptibility to influences on growth, development, and functional competency. The most important teachers in our lives are mother and father and other members of the family in this period. One of the things that you may be doing to your students is to set up beliefs and standards in their minds that they may think of when they became parents, when the most precious things in the world to them are the little folks for whom they are responsible. Family Group Hygiene is a tremendously important group of subjects.

Information concerning health or hygiene is presented also in courses in the biology classroom or laboratory courses. A teacher of psychology may make his classroom a place of immense importance in teaching the basic facts of mental hygiene. The teacher of biological chemistry may be of great influence. These opportunities are present all through a college curriculum in one way or another. Do you remember some 20-odd years ago the then Commissioner of Education appointed a committee of top-notchers in education to point out and announce the cardinal objectives of education? Do you remember what they were? Do you remember the first cardinal objective of education? The first one they told us is health.

I believe that conclusion was and is true. But we don't behave like it, as a rule. Nevertheless, there is a health influence, that should be a good health influence, bearing upon the student, exercised in every class or laboratory in which he works, and by every instructor with whom he has relations, and by every phase of the college program. Health ought not to be incidental. It ought to be woven in as a part of



every program of the institution that bears on the life of the college student.

I have been discussing programs of information and instruction concerning the facts of biology that we interpret as facts of hygiene. There is another group of pertinent health programs. This fourth group includes those activities of students through which we attempt to influence behavior. I have in mind first the programs of physical education activities under prepared leadership— teachers, directors, sports directors, and coaches—who are prepared to serve the health purposes they should serve in their dealings with students in their classes, in their squads, and on their teams.

A man or woman of wholesome standards and habits who is really prepared for teaching service in physical education cannot avoid being a teacher of hygiene. He cannot avoid the expectation that he can answer questions that are brought to him by students who are in trouble bodily or mentally or socially. I have been pretty close to a number of teachers of physical education, and some of them are wise people. Some of them, if they cannot answer the questions put to them, know where to send the inquirer to have those questions answered. Others who pose as authorities have a very bad influence upon students. I have had experience with both sorts, and all who are in between, but I am perfectly certain that the teacher of physical education who has a prepared mind for that sort of service, who knows the technique of teaching and realizes that he is handling human biology has an opportunity and responsibility for serving a great purpose of assisting in the formation and practice of wise health habits in the boys and girls who are directly under him. And he influences the whole student body.

So physical education activities are concerned with behavior. They have to do with the hygiene of behavior. They can't help exercising an influence, good or bad, on the health habits of participants.

There is a fifth group of programs that is involved. It is your group. You are involved in problems of student health whether you know it or not. Deans of men, advisers of students, faculty members who are sought out by students for advice, are in position to be of extraordinary use to these youngsters who have come to them with their problems. If you will think back over your experience, you will find that it is pretty largely made up of dealings with student troubles that fall under one of my three definitions of health, one of my three measurements of the qualities of life.

The dean, the adviser of students, is in a position that is much like the medical adviser or school physician, much like that of the school chaplain, if there is such in your school, and it calls for a relationship between the dean and these other agencies whereby each understands what the other is up against, what his problems are, so they may merge their problems and work out a solution together. I have seen that work. I have seen committees made up of these various people who are called upon by students for help in the solution of their maladjustments.



And there is a sixth group of programs. Every college and university is preparing students for post-graduate life. Some of them have graduate courses in preparation for special courses—teaching, and so on. The influence of the institution is made felt through its obvious program of college hygiene, through it graduate programs of preparation, and through its total influence on student morale—and by morale, I mean confidence, hope, courage under adversity. Morale is not easy to define. I have given you some idea of what it means to me. You can expand my incomplete and too brief definition. A university or college, as a whole, has not only its specialized localized influences such as I have described to you, but it has in addition to that the impression it makes upon the student morale by the total of his experience in the university—a total that comes out of all his contacts with other students, his contacts with people in the faculty, and with the university as a whole.

This is a rapid analysis of what I mean by hygiene, health, by college hygiene, and the programs I think constitute college hygiene.

Now this total program, and the total program of the college or university, is under special stress today. We are spending thousands of millions of dollars in this emergency in preparation for total national defense.

There are 1,500,000 men in the Army, Navy, and their various subdivisions today. We are expanding our national defense industries enormously. I read that there will be six million people, men and women, employed in those industries when they reach their peak. Wherever you have large groups of men in the Army or Navy, or men and women in industry, who are off duty, with leisure time, you have the problem of recreation, with not enough wholesome recreation available to safeguard men and women off duty.

Recreation is the satisfying expenditure of leisure time. It may be vicious; it may be wholesome. Observations made by various men who have experience with this situation lead us to a generalization something like this: In any large group of men and women, there is an uncertain percentage who seek their recreation through underworld programs when they are off duty—men who want to get drunk and find a woman; women who want to get drunk and find a man. You can't get away from it. It is so true that it makes you wish you could begin your social education down at the cradle and do it right. We haven't done it right. Too many of our people reach adult life with a feeling that social health is not a matter of such importance as some of our parents, teachers, churches, schools and college faculties say it is.

Along with this group, there is another group which, when off duty, seeks wholesome recreations—men and women who want to do the things they are used to doing in their homes. Such men off duty from camp life want to find their church association and fraternal organizations and service clubs. They may like good literature and visit libraries.



They may like good music. They may want physical recreation activities. They want drama. They would like wholesome sociality. There are a thousand and one wholesome things that these men want when they are off duty, away from the ship or the fort or the shop or the office.

Now, with this mounting preparation for national defense, our community facilities for wholesome recreation are far from adequate. You take a little town across the road from the fort, which is twice as big as it is, with hundreds or thousands of men off duty during the week, and more on Saturdays and Sundays. What do you suppose that little town has to offer for the ordinary life comforts of a man off duty? Their inadequacy is pathetic. They haven't the experienced leadership; they haven't the personnel; they haven't the program. They don't know how to make plans. They have no facilities, and they have no budget.

The government is taking care of the recreation within the Army and on shipboard. It is beginning to do something about this program in camp communities. Early in December, Mr. McNutt was charged with these responsibilities, and I happen to know that he has been very busy working out these problems. Under Mr. Taft, Mr. Osborne, and others, something is being done about it, and I understand there are governmental sources from which financial help may be secured by communities that wish to build service men's clubs, recreational halls, and so on. Eventually, it will be worked out, but at a terrible expense on the way. We were and are not ready.

Now, what has this problem of the communities to do with the college? As I see it, to meet this acute emergency problem does not justify a reorganization of curriculum. As I see it, it means that there is an added reason, far better than reasons have been in the past, for emphasizing and redoubling our organized efforts, through the student health program, to find remedial health defects and take care of them. To see that the institutional environment is favorable; that college men and college women know what it means to have a favorable environment. It means that the hygiene courses or whatever you may wish to call them should emphasize particularly those enemies of health that find favorable opportunity for development in camps and on shipboard and in industries and in communities visited by men and women off duty.

You know that greater loss of life is produced by epidemics in the Army and Navy than by shot and shell. The Army has found that more loss of time is due to infection with gonorrhea and syphillis than from any other causes that damage man-power. It seems to me that your courses in hygiene should stress more carefully than ever those sources of health injury and those procedures of health defense that are going to be put under particular strain during this emergency, in military and naval establishments, in concentrations of national defense industry employees, and in communities in which these men and women spend their leisure time. And you deans of men, you advisers of men, ought



to participate to the full in this additional emphasis on college hygiene programs for the preparation of college students for what is ahead of them.

I urge you to get in touch with whatever forms you have of student health programs. What are your health examinations like? What are the problems that your health and medical adviser finds he has to deal with? What is being done in the environmental hygiene program of your college in which you can help? What are your teachers of psychology doing for the health information of your students that you as an adviser ought to know about? Can't you arrange for a meeting of a group of people in your institution and take up this case and that case so you can better understand how to do the right thing for the student involved?

It seems to me that in a college hygiene program, the dean of men. the adviser of men, the dean of women and the adviser of women, the faculty members who are sought by students, are serving a tremendously important purpose in college hygiene, and under existing national defense responsibilities those services are thereby much more in demand. The part that you can play for the production of a better morale among your students, among your faculty, is tremendously important. It calls for subtle technique. Dean Hubbell told me of his the other day. Many of you have already found ways to produce and maintain morale. You can find ways that are fine and subtle, that are successful in developing a higher confidence, a greater hope, a finer joy of expectation, a more firm belief in the wholesome standards that we think characterize our American democracy. And I think the dean and adviser is second to no one in his availability and responsibility in the light of that opportunity.

Thank you. (Applause)

Chairman Williams: Thank you, Dr. Storey. I am sure you have given us some far-reaching, fundamental advice on this college hygiene question, as well as our relationship to it.

We would like to limit discussion to the question as it does affect our defense effort. I am asking Perry Cole from Louisiana if he will start something off from that viewpoint.

Dean Perry Cole (Louisiana State University): Fellow Deans: Fred Turner wrote me several weeks ago that I was to appear on the program. When I saw my name down at the bottom, I remembered what I had told the Executive Committee about four years ago. They should, I think, put lots of us on the program just for the effect it has back home, and not expect too much from all of us. (Laughter)

My part on the program is a very minor one. I believe I am to ask a question, and you are to take it from that point on. Dr. Storey, my first question is this: You divide the health service into three parts—bodily, mental, and social. You say the first two are O. K. Now what



is the best way for us to make the last one effective?

Dr. Storey: Unfortunately, our knowledge of defects of social health and of mental health is a product of our observation of the behavior of the individual under college conditions, and our health examinations are usually at the beginning of the autumn semester, and there isn't time enough to really get a measurement of the psychological and social behaviors of the individual. You get your information about students whose behaviors show social maladjustment from other people who observe those behaviors.

But the problem is there. For the present, at least, we don't have any thermometer that will register poor mental health and social health, and we can't get the information very quickly.

Chairman Williams: Is there any question from the floor, or discussion concerning the problem of social hygiene and how the colleges can work into this problem of defense of the territories around camps? We had a letter from Dean Beatty of Florida. He is worried because they have about 55,000 soldiers coming into the community near the University of Florida and he wants to know if we could help find an answer to the question of what the colleges can do to help themselves and the soldiers' community. Are there any questions from the floor? I would like to ask Dr. Storey, then, in your present studies as Consultant to the American Social Hygiene Association, just how they want the colleges to help in this problem? How, specifically, can we help the program?

Dr. Storey: If you can make your college experience one which prepares students for citizenship, which is what you are supposed to do, they ought to be ready for what they are going to get into when they become citizens. There isn't one community in the United States that isn't facing this program of national defense. I spoke of the unreadiness of communities. If the college men and women in those communities had some preparation, they might know how to advise or get advice concerning the community program that could be set up to protect the community from the soldiers and the soldiers from the community.

Chairman Williams: Now, looking toward the future, last night in our informal discussion you said that some of the personnel in our universities could go into the camps and help create programs in those localities.

Dr. Storey: I think your student body leaders, particularly those who handle what you call extra-curricular activities, who are up against the teaching program that I mentioned, might be very useful persons to go into one or two programs in the process of formation. There is the United Service Organization recently put into existence in the army and navy—I think it is Mr. McNutt's organization; I am not sure—composed of the Y. M. C. A., the Catholic Welfare Association, some organization from the Jewish group, the Y. W. C. A., Salvation Army, and



the Travelers Aid. This group is going to furnish personnel to be of service in these camp communities.

On the third of June, they are going to start out to raise ten million dollars to furnish this personnel. The W. P. A. is going to put money into the erection of buildings for recreation centers, and so on. There is another appropriation somewhere in Congress, or on its way there, for 150 million dollars for the same purpose. Under Mr. McNutt, Mr. Charles Taft has several programs in formation, one of which is a recreational program under a specialist in recreation from New York City. He is going to have a large group of men on his staff who will be sent out to different areas in the country to help communities develop their recreational programs.

There is not a single welfare agency in New York City that is not concerned about this thing and does not want to do its share. Our college students, if they are not drafted and if they don't get into national defense industries, will probably be sought out by agencies such as these for the service they can give in assisting the development of recreational programs. It is a far bigger thing than a few games of tennis and soft ball. It is a wide range of activity of a wholesome sort that these people will be expected to head up and develop.

Chairman Williams: In summing up, Dr. Storey, am I correct in fact that there is a bill of 150 million dollars which has just been reported out of committee, and will be spent in communities adjacent to camps and which the university personnel might find a place by offering their services to the groups in charge when announced. They could do a real service.

Dr. Storey: Yes.

Dean Turner: This is my experience in connection with army work. It has to deal with 16,000 men. Every man in the camp must be a high school graduate. Fifteen per cent of those men have done work in universities. The men from that camp come over to our community as soon as they get off duty. They operate there in two shifts, and the shift that starts at six in the morning is free from three o'clock in the afternoon on. Most of them come down and scatter over my community. They are not a serious problem there. They are absorbed in the community affairs. They are given free tickets to athletic events in the university. It is possible for a great many of them to get some work in the university.

I don't get the true picture because my dealing with it is in a situation that is favorable. I assume that the colleges and universities are trying to bring the boys into closer contact with the community.

Our college men who are taken by the draft or go into officers training; can we safely assume that they are going to be leaders wherever they are in the setting up of a better environment? My own situation is not a good one because it is not typical at all. Our 16,000



men at Chanute Field are select men. They don't cause any trouble. We don't get into any serious difficulties any more than we do with our own students. If they were a different group, more mixed up, it might be a different proposition. What shall we assume from that?

Dr. Storey: Of course there are some communities that are very different from others. There are some in which there is little social health problems, and others in which there is a great deal. I could tell you some dismal stories of what some people are facing. I have been convinced that a college graduate stands a greater chance of becoming a community leader than the other individual. That is no guarantee that you are going to be a community leader because you went to college. That is no guarantee that you are going to be a success. But, nevertheless, I think a college graduate, someone who has had experience in a college or university, is a little more likely to serve or lead efficiently if given an opportunity in his community.

My guess is that these groups would pick on the college man and woman because they are known in the community. They are presumed to be available for service and leadership. I would guess that in the communities in which college men and women go after graduation, they would be looked upon as sources of help in case the community is led to organize its resources.

I have had, also, from college men who are doing a very effective work in high school appointments a desire to know how to get into this thing. Shall I enlist, and by enlisting voluntarily do I stand a better opportunity of getting into the morale of the army? What shall I do? I want to use my special preparation in the service of my country, to be of the best help possible. What shall I do?

I do not know the answer. I know that some army agencies are out hunting for men, encouraging them to enlist voluntarily and offering them commissions if they do join. But I don't know what these agencies are going to do. I don't know that U. S. O. is going to do anything. They may pick their men that are 36 or over, or for some other reason are not eligible for induction. Theoretically, the Selective Service Draft means that when you get into the army, they will give you something that you have been trained to do. It does not work out that way.

Dean E. L. Cloyd (North Carolina State College): I am thinking in terms of conditions that exist in Fort Bragg, forty miles away from my institution. I was called down there last week. The senate of the Presbyterian church had a meeting and tried to outline something the churches could do. They went into the raising of a good deal of money to help out the situation there. That is a situation that is far different from Dean Turner's, in that you have a small town and your Fort Bragg has brought in a population which is three, four, or five times as large as the town itself. Have you any suggestions as to what the church in that situation can do, and what we as college men who happen to be



interested in the church, right in the colleges, might do in those situations?

**Dr. Storey:** You have there a committee that has been organized for the purpose of deciding upon community policy. There has been a strong effort on the part of some people to have an open red light district there. There has been a battle to stop that.

One of our agents was over there for three months. The churches ought to be included in any community organization. It is silly to leave them out. They, together with the service clubs and the fraternal organizations, educational people, the law enforcement people, all of them should get together and have a program that has the backing of the entire community. Your church people are right. They ought to be in it as a part of the integrated social organization of the social welfare organizations and agencies. They have a problem at Columbia which is a lot worse than Fayetteville. The problem is a changing one.

Father Engraham (University of Cincinnati): Am I correct in saying that federal agencies, to the exclusion of Y. M. C. A., are carrying on this recreational work.

Dr. Storey: That was the impression given last September or October when we were told through the papers that the army did not want any of these elements within the camp or fort. That has been broken down. They found they can't get along without it, and they are using them, yes. Theoretically, the army ought to arrange through the naval officers and chaplains to handle the conditions within the post. They cannot do very much with the conditions on the outside except to offer a cheer for anybody who will help their men out.

Dean Ralph S. Nanz (Carroll College): As a newcomer to this group and also because of the shortness of Dr. Storey's time, I hesitate to make any remarks. However the subject of Dr. Storey's speech has struck such a responsive chord in my own breast that I feel I must vibrate with it for just a few minutes. May I address myself to one of the larger aspects of the subject, namely, Dr. Storey's intimation that there is something decidedly lacking in our social teaching. This undoubtedly is true, and may I be permitted to make a definite suggestion as to at least one reason why our social teaching apparently is inadequate?

Many teachers, both in the high schools and colleges, are too narrowly trained to possess a perspective of their whole subject, and this seems particularly true in the case of many teachers of social science. They do not possess sufficient understanding of the biological and psychological implications in their field, and for that reason they frequently bring up phases of their subject which, while true, are not completely understood by many of their students. There are many students, especially those whom we might call in a measure underprivileged, who will misinterpret and begin to feel that they are oppressed and feel sorry for themselves. Great care should be taken in presenting both sides of



any question, especially these highly explosive social questions, even though the presentation itself is perfectly valid. The instructor should understand thoroughly the psychology of teaching and the biological implications of his subject. I do not want you to feel from these remarks that I am reactionary or non-progressive, because as a teacher of biology for many years I know as well as does Dr. Storey that any living organism, whether it be an amoeba or a human being, will begin to die and disintegrate the moment it stops progressing.

Dean Miller: The question was raised as to what the colleges and universities might contribute to this program of the camps and their efforts to provide a good program of recreation and entertainment to take the place of the less desirable activities that develop around these camps.

I just want to mention the fact that I have had conferences with some of the men in our area where we have three or four good-sized camps, where our students could drive to the camps, and they have developed quite an interest in the possibilities of the universities contributing to the recreational program in this sense: We have quite an extensive program of dramatics on the campus. We have a very good director, and they put on good plays. They are interested in having those plays presented at some of the camps where the boys are just as interested in them as the students at college.

Of course, we have to be careful to send the ones that are well produced. They have to be good plays. We must also see that it doesn't interfere with the work of the students.

We have several thousand pictures, and in looking that over, there are possibilities that we could contribute them to their program of entertainment.

And checking on the athletic side, they have considerable interest in the 40 or 50 athletic teams that can contribute to the competition in these camps, working a few games in these sports with our schedule to add to the interest.

These suggestions have grown out of discussions with army men in the camps and they indicated that we might make quite a contribution to their recreation.

Dean J. J. Somerville (Ohio Wesleyan University): I got into a problem of this sort. I can't help thinking of the men on our campuses who may be a part of this group we are talking about. The thing which we are just starting on, which I might suggest is a defense committee which is composed part from people who know the army ,have experience in it, and who know the social department, and of the men who are going to the draft. They met together and the various problems these boys will face are placed before them and at the same time they are told their responsibility, not only for themselves, but for the men that they are associated with.



Dean Richard Rubottom (University of Texas): Would it be wise, hygienically, to send three or four bus loads of university girls 150 miles to attend their week-end dances? Do you have a suggestion?

Dr. Storey: If they are fine girls and they are going to a camp under the invitation from the commandant, why not? Of course they should do it. Those men come from homes just as good as yours or mine. I think that is one thing that ought to be done, but done under safeguarded conditions.

I went to a fair sized city not long ago where I was told that the Chamber of Commerce was delighted because 150 families from a fort some miles away had rented apartments in that town. They had been off on a cruise or two in the Gulf of Mexico. They were very happy over entertaining the officers. I said, "What are you doing for the enlisted men who come into your town?" "Oh, nothing," said they. "They wanted us to give a dance for 150 of them the other day, and we got together and discussed the thing for a couple of hours, and decided we did not want our wives and daughters to meet them in a dance."

I think that is hideous. These men come from all sorts and kinds of homes and there are good ones as well as those that are not so good. If we cannot arrange for them to have a wholesome opportunity to meet, socially, good women and good girls, there is something wrong with our management. There ought not to be that sort of difficulty. There isn't the slightest reason why you should not have good dances with decent women and girls with these men who are now inductees, just as you have in the communities from which those men came. Your proposal ought to be followed.

Chairman Williams: Thank you, Dr. Storey. I think that in closing this phase, I would like to ask a question that might be helpful to the group. How many institutions here have, or definitely plan to furnish personal relationships or facilities for camp members, members of the army and navy forces, in connection with leisure time? How many have already planned to use their gym facilities, or social facilities? (Three members raised their hands.) How many feel that they are close enough to such an era to be of aid if your institution would consider such activities? Have you camps close to you? (One member raised his hand.) It does seem that our contribution would have to be moving into the civic communities and help the leaders there to formulate the plans.

We will go into the discussion of what we can tell you and what you can bring up of selective service and other phases of the present defense plan. Needless to say, we are even more disappointed than you, that we did not have Dr. Dykstra here to represent his plan. We have not received the message he promised if he was delayed or could not get here. This morning he was still coming.

I am going to ask Dean Hubbell, in a moment, to bring out some of the points that were discussed in Washington, February 8, on the



sub-committee of military affairs. The President of the university here mentioned a more recent move in Baltimore when he was there. Before Dean Hubbell starts, I would like to give you a few facts I have here.

The American Council on Education has been issuing these "Higher Education and National Defense" pamphlets, numbering from one to ten. The tenth one reached me fifteen minutes before we reached here, but should be in the hands of your presidents when you return.

I recommend, if your institutions do not keep these publications which are sent whenever they are deemed necessary, that you make a personal effort to see that a committee or some one in your institution keeps up with the vital defense information that is going out, and sift it from the irrelevant. I have not even read this last one carefully. It is the new selective service regulations and recommendations. Brigadier General Hershey has changed the Selective Service Act, as he is empowered to do so, with certain restrictions.

I might read it rapidly first. "By virtue of the provisions of the Selective Training and Service Act of 1940, approved September 16, 1940, and the authority vested in me by the rules and regulations prescribed by the President thereunder, I hereby amend the Selective Service Regulations, Volume Four, Section XXXV, by striking out the present subparagraph b of Paragraph 418 (the time specified for reporting shall be at least five days after the date the order is mailed) and substituting therefor the following:

b. The time specified for reporting shall be at least ten days after the date the order is mailed; provided, in any case where unusual individual hardship will otherwise result, the local board may, whether or not the Order to Report for Induction has been mailed, postpone the time when such registrant shall so report for a period of not to exceed sixty days from the date of such postponement, subject, however, to further postponement upon good cause therefor being shown."

I won't read the rest of that, but we all are vitally interested. Dr. Brown, who is the liaison man, believes that this will take care of students for the semester next year, and in certain localities for a year. But without new legislation, which he and certain people on the Executive Committee hopes will not be asked for, they believe that this will reduce the hazard of losing a great many students next year, because the selective service head chairman will extend the request that they consider this deferment.

The second one is in the form of a classification to be made out by the student, certified by the university, and sent to the local draft board. This is similar to one in Illinois. Dr. Brown is the one most concerned with the construction of this, and he did not tell me that he followed any from Illinois. It is similar but not identical. This questionnaire, which will be in the hands of your institutions when you return, is accompanied with a request that the universities aid in defense by aiding to classify students.



General Hershey spoke several times at Washington at meetings and he said he would not want the job of tagging students as "A", "B", and "C", and saying, "Here is a fine fellow. He is a fine student and I want him deferred. Here is a class "B" and I don't care if he is deferred or not." And then you say, "Now here is a "C"—not deferred." He is asking the institutions to do it. They are going to defer some of them, and tell the local boards to defer them on the institution's request. If we send everyone in, of course, the system will fall through.

Dean J. A. Park (Ohio State University): Does this form have a number?

Chairman Williams: This is bulletin number ten.

Dean Park: I mean the request.

Chairman Williams: I see no number.

Dean Park: Is that a government form or the council's form?

Chairman Williams: It is an American Council form. I will read the introduction which will probably make it clearer than anything else. "This issue of the Bulletin has been prepared in close cooperation with National Headquarters, Selective Service System. The statements of National Headquarters, indicated by single spacing, are official announcements and recommendations to college and university administrators. The interpretations are our own but are the result of many conferences with the National Headquarters staff."

They have requested this direct.

Dean Gardner: Does that form require definitely that the institutions make a request for deferment, and what do you mean by classify?

Chairman Williams: I imagine they want a record of his grades, describing his ability. It is a way of beating around that regulation and asking for occupational deferment for particular students, and they are going to try to push many of them through.

Dean Gardner: Are you going to open it for discussion later?

Chairman Williams: I will open it now. Let's go.

Dean Gardner: Well, I, for one, am not going to recommend anyone in my institution for deferment. I don't see how anyone can hope to do that. The law is so broad. If the administrative officers, most of us here, and are going to be responsible for this, we are cutting our throats when we sign that.

You cannot say that one many is going to be necessary three years from now, and that another is not. I would like to see a complete discussion of this. I would like to see some comment sent either to Hershey or someone else about it. As I understood it, we were not going to do the deferring; we were going to supply evidence to the



Board, and they were going to supply deferment.

Chairman Williams: Would it be the will of this group that I read this bulletin?

Dean J. L. Ballif (Utah): We had a meeting with the military part of the state board in Utah before we left. Are you aware of the fact that the college Presidents would not have anything to do with this? Our president was at the meeting and they came up to the university and they brought this questionnaire that you have, and they asked us if we wouldn't assist them in having this questionnaire filled out by every individual of draft age who had been deferred until July 1.

They asked that the deans go over these applications after they were filled out, and then write their recommendation aside. Then we have a copy made of their standing in the university by the registrar, attach that to it, and send it to the Board and then they would register them as the Board desired. That is the way it was put up to us. We did not put them in any class at all.

If the Dean wanted to say that this man is a good student, and we feel that he will be of good use if he finishes his course, he could say that. But we did not put them in any special registration or class. That is as far as they asked us to go.

Chairman Williams: I can readily see by the last two speakers that there might be quite a discussion as to whether this is advisable or not. I would like to say that when the college presidents were in Washington, they seemed so anxious to defer their students that it might have had some affect on General Hershey and the others for this particular law. Also, before I read it, I might say that there will be further deferment which will interest you somewhat, for occupational deferment for groups rather than individuals. The officers have just completed the first exhaustive study of defense job skill needs, and when they find that they need engineers, chemical students, economic students, and so forth, as the study shows, they are going to request letting down the bars in those occupations, but still without any legislation, they can not make it a general deferment, letting everyone in who is an engineer. We can say that these are the men that are going to make good engineers and doctors and so forth, which they will need in the future defense program, and they will be deferred.

I will read the introduction again, and read the whole thing omitting the part I read first.

.. Continued, reading Bulletin 10, which is in the hands of all members..

This is the bulletin, and I won't take time to read the recommended letter to be sent to the students. That is bulletin number ten, from the American Council on Education. Is there any discussion?

Dean W. H. Congdon (Lehigh University): A number of statements you have made indicate that the Acting Director, Mr. Hershey,



is sending out statements that such and such actions can be taken which are not allowed for in the act of Congress. I would like to know on what authority he can take that position. I know of one appeals board at least that would not sustain an appeal for the deferment of any student after July 1, 1941, no matter what he says, because the act does not provide for it and because they have taken their solemn oath to uphold the provisions of the act.

Chairman Williams: I don't know except that I have here in this bulletin this statement: "By virtue of the provisions of the Selective Training and Service Act of 1940, approved September 16, 1940, and the authority vested in me by the rules and regulations prescribed by the President thereunder, I hereby amend the Selective Service Regulations, Volume Four, Section XXXV, by striking out the present subparagraph b of Paragraph 418 (the time specified for reporting shall be at least five days after the date the order is mailed) and substituting therefor the following:

It must be in there, or he would not have said it.

Dean Hubbell: He refers to the Act, setting the date as July 1, 1941, and went on to say this, in a letter I got—this is the closing statement—"Deferment after July 1 will be based primarily on occupational reasons or physical disability." Occupational reasons are now being interpreted in the stuff being sent out. He sent letters to local boards asking them to defer students in those fields which will be necessary to defense.

Dean Congdon: He sent out a letter March 7. He did not say to defer students, but he was apparently urging them to do so. Since then, he completely reversed himself in a publication which appeared in New York.

Chairman Williams: Did you hear what he said?

Dean Congdon: No, I did not hear it. It may have been garbled, but it was a complete reversal of that letter. Unless there is something which gives him the right to amend the Act, it seems to me that he is getting in a dangerous position, but the Deans of Men are going to put themselves in a dangerous position also to recommend deferment of students on any of these grounds.

Dean Gardner: He is interpreting 531 and 532, which he has a perfect right to do. According to the law, he can prescribe the amount of evidence in order to receive a deferment.

If we make one mistake in a hundred, and that boy, by some chance, is sent away and killed, those families will never forgive us for that. It is not our business. The only power which can defer is the Board. If anyone wants to make a recommendation, naturally he could; but I think for us to receive such a form, Mr. Chairman, and start to use it in our own institutions where it requires a classification to be



entered upon the bottom is going to get us all into a tremendous amount of trouble.

There was one part you read of Hershey's interpretation which said, "You might, if you wish to," which is all right. I don't think the form should have any place for a recommendation on it at all. If you care to submit substantiating statements, that would be a man's individual business.

If this organization could have any influence, I suggest that we try to get this form stopped before we are all caught in what looks to me like a very dangerous situation. That is my personal judgment.

Chairman Williams: You brought up a question that is momentous enough to keep the entire panel going if we want. So I suggest we hear some different views on this.

Dean Fred T. Mitchell (Michigan State College): In our institution we have 1,800 men who are registered in various aspects of the draft. A large number of these are seniors. The institution has gone on record as preparing for each student a statement of his academic record, the progress he has made, enthusiasm for the work, quality of the work he is doing, and what remains to be done. This is being transmitted from the secretary's office to the Board, with the idea in view that the Board will have information with which it may judge the young man's case.

There is not a recommendation that he be deferred. There is not a suggestion that he be deferred. But the information is provided so that the local Board itself may have adequate information on this particular case which is under consideration. We believe that this will prevent what Dean Gardner has suggested may happen. I concur with Dean Gardner that we are getting into a lot of difficulty in the processes outlined as you have given them.

Chairman Williams: You say you believe in giving them information in their achievements, but make no personal evaluation. You think it would be well if we could furnish the local Boards with a record of what they achieved, and let them decide if they should be the ones to go ahead.

Dean Mitchell: I have had the misfortune of serving on a local board, so I can see some of the things which Gardner presented.

Dean Miller: I would like to suggest that this is not entirely a question of the Dean of Men or the Adviser of Men, because I think that would certainly be a great mistake to let them put that in our offices. I would not let that happen in my school for anything. We have had a committee set-up during the past year. It is made up of faculty members who are in a position to judge certain things—men from engineering, physics, medicine, and so on—men who are capable of advising on the work of students.



We have several hundred faculty members, not faculty members' assistants, that are eligible for the draft, and that committee has been functioning already for a year in making recommendations. No one else in the faculty is permitted to write to any draft Board that any requests for deferment be made. They may, however, send requests through this committee. One of our men in physics is working on a detecting device for submarines, and he has a couple of graduate students, assisting and teaching part time working on those problems with him, and they have recommended their deferment. I just use that as one example. If this thing is put up to us, to advise these boards, it would be the men in these fields related to the technical work of engineering, physics and so on, that should make up the committee, and not the Deans. I would say, let's keep out of it.

Chairman Williams: Any other suggestions? I might suggest that Dean Gardner take this matter up with the resolutions committee if he finds he wants to push it to that extent. We have had two viewpoints on it. Anyone else wish to express a viewpoint, or shall we assume that only two or three assume that there should be steps taken on it.

Dean H. E. Lobdell (Massachusetts Institute of Technology): I see it is going to be perplexing, but at the same time, I would hate to see a resolution from this body that was non-qualified buck-passing of a decision. We have said, many of us, that we think certain types of college students should be deferred. Now, in effect, they come and say, all right, we are going to ask you to recommend those deferred. You don't have to classify them. You recommend to the Board that this individual be put in 2-A. Why should you hesitate to say that you recommend that? Why should you go out and say, "No, we must just tell the local Board that there is the record," which some of them can't interpret very well, and say that they must make the decision.

On the other hand, as Dean Miller said, I would assume that no one, as an individual, would appropriate to himself the "I am" decision necessarily. We would have a committee who would hear the case, and tell a fellow outright, "We won't recommend you. You are not a good enough student. We can't recommend you as being better for the interest of national welfare or defense to continue in veterinary medicine when you are a lousey student. Go ahead and get drafted." We will give all the facts in a case like that, but tell them straight out what your decision is.

Dean Watson (Cooper Union): We talked about, and have already set up a system which is making these recommendations. We have stuck out our necks and announced it to the student body. We talked with the student body. We have 800 who are registered for the draft. They are in engineering and art. There are even some artists whom we think are necessary men in their particular business—not many of them, I will grant, but there are a few—but the bulk of our men are engineering students.



We have conferred with the students on how they would like to see this Board set up. They decided they would like an interview and also written information with the committee. They begin in their own department and usually end in their own department. Most cases are clear-cut in one or the other departments. In order to speed it up, they have a committee which does the interviewing with the man who just got his questionnaire. If it is a clear-cut case, "Yes," or "No," it is passed on to the head. If it is doubtful, it goes on to the committee which sees what has been done in similar cases. We felt it was the duty of the institution to aid the draft board by seeing whether they thought a certain man might possibly become a necessary man in the future, or not. We do not say that he must be placed in any certain classification. But we did feel it was our duty to give them our interpretation of this record.

Marks, by themselves, as you know, are not the same from one institution as they are from another. A 68 in one school, may not be the same as a 68 in a different school. No one local board is apt to be able to make a very thorough interpretation of the cold facts by themselves. We do feel it is our duty to add that.

Chairman Williams: Before we pass on then, I am assuming that you have given silent consent to this proposition.

Dean Park: Just last Monday, we had on our campus a member of our Board of Trustees, who is now the number two man in the national board, and while I wouldn't want to quote him directly, he gave me the distinct impression that we will see, this summer, a change in the age limit, and this summer the registration of men up to 21 within the past year. This whole picture is changing rapidly, and I don't think we need concern ourselves about this particular form. He said that this Illinois form referred to was not authorized by the national office. They were not in favor of it. They have no use for it. The various states have been trying to meet the question in their own way, and there has been a good deal of duplication of effort. They, in the national of ice, do have in mind the question of occupational deferment, and the local Boards will be sent complete information on that within a very short time.

They have in mind the fact that the college year is about to close and they expect to get the information to the campuses before the close of college this year, so I don't believe we need concern ourselves particularly about this form.

Chairman Williams: There has been a good deal of discussion, and not any very definite conclusions. The President, as you probably know, has referred to a possible change in the age limits. I trust that the information that you have is not only correct but going to be true. I had thought of taking up the question of lowering the age limit, but I would like to call on a few more members of the panel.

Here is some information that you might know all about, but I sus-



pect that some of the institutions do not. I suggest that you renew your efforts to get someone on your campus to become familiar with these phases. Do you happen to know that you can register Sophomores for training in the Marine corps in a college, and not be subject to selective service; taking two weeks training period at the end of their Junior year and three months training period on graduation. And Junior engineers, regardless of any other deferments which may come in, can enlist in the air corps and not be subject to selective service in their last two years, and take seven months training upon graduation. I have that information here if you want to see it later.

I would like to call upon Dean Hubbell to stir up some discussion, some thoughts, that he got from attending the military affairs committee, on February 8. Dean Hubbell. (Applause)

Dean Hubbell: I am a country boy. We provide our own fire fighting equipment on the campus, and I am the fire marshal. We have a 65 pound pressure on one building, and away from the buildings we haven't any water; and we have a Great Northern Pumper, and five volunteer crews, and on the truck we have not only the equipment that is good in the buildings, but grass and brush fire equipment, and shovels and rakes and sacks; and everything like that. And, as I sat here, I wondered whether I wasn't a good deal like the fire crew—I didn't know what I was going to do. I got ready to say something; last night I chose another assignment; every five minutes up here I have thought of something else to say. The best I could do would be to say something funny and shut up. (Laughter)

I was, as one or two others of you were, at the meeting in Washington in February, and as I wrote Fred Turner after I got home that I was thrilled and amazed by it. I could have been scared to death and so discouraged that I would hardly have known whether we were going to open in the fall or not. We had everything from abject fear to the great hope for the future. It was very apparent that there were as many problems as there were students on the campuses in the country. My problems are the other fellows and the other fellows are not mine, and more and more, as I listened to these things, the greatest thing that we have got to have is faith in each other and in the fundamental integrity of the people who make up our country. I think the scamps and scalawags are in the minority. Some are cramming, and some graduates want to be sure to land a short job in the service, but in the main the youngsters want to go in and rub elbows with whatever comes along, and it looks fine.

I really don't know how I can sum up all the discussion, and I think it would be pointless to do so. I think probably, if I am not jumping the gun, we will find this evening that our problems are more nearly parallel and we will have a chance to ask ourselves some questions about what we have done.

I appreciate having been added to the program and I am grateful



for my picture in the paper. I hope I will have a copy to show the people in my town. (Laughter) Thank you. (Applause)

Chairman Williams: I would like to ask Dean Richards of Wayne University, Detroit, Michigan, to bring up a few problems from the student standpoint. He was to bring up some provocative questions of poor students in this defense picture. Dean Richards.

Dean John R. Richards: We are met here, not to discuss the student problem as it affects the student, but rather the ways in which we can orient the student so that he will fill his proper role in the national scene. We are not discussing what is best for individual institutions here, and by the same rule we should not discuss that which is best for the individual student.

There is a student problem which, unless we move toward its solution, may very well render us ineffective as colleges. We ought to have this problem in mind as we discuss such issues as that raised by Dean Gardner.

In order to understand the student problem in wartime, we must remember that the college students of today are going through their first World War; most of us have some emotional maturation left from the last one, probably all here in this room. The students, however, are seeing their first, and they don't know quite how to adjust themselves to it. They are not mature, and many must feel that they are living in sort of a mad house, a strange mad house in which insanity prevails in the group, and yet the people within the group still seem sane.

England has found difficulty in its national emergency because of a great increase in crime on the part of juveniles. They are stealing during blackouts and generally rejecting the usual moral codes. In the United States our juvenile delinquency is going up. At a time like this, young people need great help from adults. Waller, in his book on "War in the 20th Century," pointed out that during a national emergency, the mores tend to disintegrate. Families break up because of internal migration of workers and others and the family is the great conservative influence. Conflicts of cultures ensue from internal migration and the rise of new intolerance.

The number of men in military service increases greatly and soldiers generally have a different moral code from civilians. They may be expected to follow different mores; military discipline makes less necessary a strict moral order, because the discipline takes its place.

Many individuals during an emergency lose their stake in the moral order and there is a rise in the number in the underworld.

War-time information and propaganda which are created have an influence upon the mores.

One of the topics we might discuss is just how students are reacting to selective service. Dean Hubbell has mentioned that they are



anxious to serve. That is the observation of most of us. A quotation from Dr. Hertzler's book, "The Country Doctor," about how to take a licking has meaning here. He says, "The technique of taking a licking is wholly to relax. It is hard for your opponent to apply the rod with one hand while the other is occupied in holding the recipient in an upright position." (Laughter) His idea is: "Don't holler, watch your chance!" That seems to describe quite well the reaction of students to the emergency that is now upon them.

They are inclined to wave their arms and try somehow to do something about it, not knowing exactly how to move, but going through random motions to show their willingness to do something. We have a duty to show students what they can do. One of the things which we must show them, and this will be hard, is that it is necessary for them to continue their college training in spite of the fact that they may be subject to induction. In a study we made in Detroit, we found that 50 per cent of the students who did not return to college this year did not return because they were affected by the war-time emergency in some way or another. If you are interested in the figures, I can make them available to you.

A suggestion as to one of the first things we might do is to encourage them to carry on with their college programs, that their college training is still important. They will be inclined to think that grammar, foreign language, mathematics and such, are unimportant at this time.

Another suggestion is that we carry them with us as we spread into community activities. In the last war, teachers became community leaders. In this war we should take our students along with us and let them participate, and let them become active in the emergency.

The student problem will be solved in part if each individual student can be properly placed in the armed services or in a civilian pursuit, wherever he can serve best. Most of them are willing to serve and be inducted but they wish to secure useful places in the military services, commensurate with their abilities.

The colleges have the problem of retaining a large enough student body so that they may continue to train essential men. There are many students now outside of our colleges who can be interested in our programs and college work. Some students should be urged to apply for occupational deferment after July 1. The students need information on this procedure, and it seems to be the obligation of the colleges to give them some advice on whether or not they are necessary men, and whether they would better serve in college or in the military services. The college should be able to give each student an advisory judgment. Several schemes have been mentioned whereby the colleges can give the students advice and transmit this same advice to their draft boards. The university also has an obligation, does it not, to remind the students of his responsibilities, at times to recommend deferment of students even though the students themselves do not ask for such deferment.



That is a controversial question, of course. The American Council on Education about three or four months ago said that universities would have an obligation to insist upon deferment of men that the colleges thought necessary in civilian training, and that they were obligated to do this even though the students themselves did not request deferment.

Perhaps the colleges will not choose to make positive recommendations to local draft boards. My own interpretation of the form which has come today, subject to correction, is that it is a form which the college is supposed to duplicate for itself, and that form can be made up in the same way or with variations. The college is not required, under law, to recommend or not to recommend, but it can do so if it desires. My own feeling is that the college is obligated by law and by its place in the social order to make some recommendations for deferment. (Applause)

Chairman Williams: We want to close in 14 minutes, and we can close in 4. Does anyone else have anything that he wants to bring up?

Dean Gilbert T. Hoeg (Kenyon College): I would like to ask a question. Kenyon has no graduate school, and we train a great many chemists who intend to go on to graduate work, and we have been trying to decide whether it is we who should recommend deferment for them, or the graduate school to which they intend to go. Is it clear who should do that?

Chairman Williams: I don't know; maybe someone else could give the answer, but I would say that it would be largely up to you.

Dean John O. Moseley (University of Tennessee): Can anything be done to assist students who are in this classification? They have nothing to do with the draft, but began their military service in the Sophomore year, and academic service in the Freshman year.

Chairman Williams: That is the R. O. T. C. service. At the end of his Junior year he gets a commission. Now, he is subject to call to the armed forces as an officer. He wants to begin his Senior year in the university. We have over 20 on our campus in that classification. There is nothing covering that except the discrimination of the War Department, at that time, and the national need. But they are deferring up to 90 days, reserve officers for minor reasons and it really depends upon the need. As the law is now, they are not going to have to call the reserve officers they thought they would have to.

Dean Cole: Mr. Chairman, I have one question to ask. It seems to me that in one year of draft, for our boys of one year of instruction, why is not some arrangement made so men students who have been at military schools couldn't put that information on their questionnaire, not to be deferred, but put in the reserve? They would be subject to call in case of war, but they are taking up the place of one person who ought to be down there for some training. I was good enough to be



made a second lieutenant a long time ago (laughter)—after having just three hours a week through my Sophomore year. They did not ask me anything about the military. I don't think I knew much, but I was a second lieutenant, and it seems to me that two years in a prep school, and two years in college would certainly teach the boys how to be privates.

Dean Hubbell: I ask that question of a man who was in charge of the reserve officers, and he said that they had to send most of them to training school again. (Laughter)

Chairman Williams: There is no further discussion, so we will close the panel.

....Dean Thompson resumed the Chair....

Dean Hubbell: If I am out of order, please tell me. I would welcome, very much, feeling that somebody who had a similar point of view, being closely adjacent to Washington and in on these meetings, might give us information of things that come out there, and I wonder if we could perhaps pass the hat, if necessary, or appropriate funds from our treasury to compensate or help him with clerical help so that we could get pertinent information.

He should be a Dean of Men and sit in on this large committee, and come in contact with this committee. A lot of other people don't know the problems that we face. I would like to toss that idea out for consideration by the Association.

President Thompson: Could you answer that Dean Williams?

Dean Williams: I could send to Fred Turner anything I think worth while to go into the News Letter; I think that would be sufficient, and Fred has been putting things in.

Secretary-Treasurer Turner: We could probably make arrangements to handle that.

President Thompson: I want to thank you all. I think they have done splendidly well under the strain of expectancy of the man who was to furnish the real fireworks, and who for some reason or other has been unable to reach us. We do not know as yet why Mr. Dykstra did not come. If he should happen to come—

Voice: (Interrupting) Perhaps he was drafted. (Laughter)

President Thompson: If he should come, I would like to have the members be present at 7:30 sharp so that in case he does come, we could probably take a half hour for a general meeting before we take up the sectional meetings. That would be my suggestion. If it does not meet with your approval, please say so, and we will tell him if he comes that it is too late. Since I hear no objections, we will do that. Please be prompt in coming to that session.

.... The meeting adjourned at four forty-five o'clock....



## FRIDAY MORNING SESSION

## **APRIL 18, 1941**

The meeting convened at nine-fifteen o'clock, President J. J. Thompson, St. Olaf College, presiding.

President Thompson: The meeting will please come to order. We had a series of very interesting sessions or sectional meetings last evening. I understand that they had to test the walls in some of the rooms to see that they were in shape this morning because there was quite a hard pressure on the walls. So we are anticipating some very good reports from the secretaries of the various groups.

The first man to report this morning is Dean Donald DuShane, of Lawrence College, who will report for the colleges up to 1000 students. Dean DuShane. (Applause)

Dean DuShane: The sectional meeting for representatives of institutions with enrollments of less than 1000 was convened in North Hall shortly after 7:30, with C. F. Richards, of Denison University, in the Chair, Donald DuShane, of Lawrence, acting as secretary. Malcolm Sewell, representing Sigma Nu, was present as guest and observer, having won that privilege by lot. Other representatives in attendance were: A. E. Sovik, St. Olaf, Garner E. Hubbell, Principia, H. F. Heller, Eastern Illinois State Teachers, R. H. Linkins, Illinois State Normal, Ralph E. Page, Bushnell, Ralph S. Nanz, Carroll, C. W. McCracken, Muskingum, A. D. Enyart, Rollins, Armin H. Meyer, Capital, B. H. Pershing, Wittenberg, John Bruere, College of Wooster, E. J. Carr, Denison, C. W. Cannom, Park, E. F. Bosworth, Oberlin, Everett Hunt, Swarthmore, Wesley Gadd, Colorado, and one other gentleman, who arrived late and left early, but who may have himself included in this narrative if he will rectify this omission now.

Chairman Richards' procedure was to ask each representative, as he identified himself, to suggest topics about which he sought information on which he proposed to unburden his mind. Those most frequently suggested were discussed first, the others later—some of them nearly two and a half hours later.

There is an old German saying that "A professor is a man who thinks otherwise." Deans also qualify under this definition. The first problem, the place and uses of fraternities in the small college, proved to be productive of most discussion. The situation obtained at Lawrence was explained upon request, at some length, and with an enthusiasm which your reporter managed to control by the time he wrote this account. He still regards the cooperation between the fraternities and his college—as to educational objectives and institutional policies, as well as in the financing of the new fraternity housing project which has taken the fraternities out of the real estate business—as highly satisfactory, however. Approximately half of the institutions represented



have fraternities; the other representatives showed a lively interest, a non-committal attitude, and an ability to get along without them. Discussion touched upon counselling, social functions, business experiences for members, costs and collections, rushing procedures, and other aspects of the problem as handled at Denison, Colorado, Rollins, and other colleges, and the position of, or attitude toward, fraternities at Swarthmore, Principia, and elsewhere. A question was raised and discussed at length about their awareness, or lack of it, of educational progress during the last ten years.

An account of a student paper's libelous statement against a theatre, resulting in a suit against the college, opened the discussion of extra-curricular activities and student government. The problem of meeting charges that student officers are stooges for the administration (or how to lose friends by influencing people) brought forth the suggestion that a specific understanding of areas of control proved helpful in preventing such misunderstandings. Student representation on faculty committees has been successful in several instances.

Rules about drinking, smoking, and in one case about hours for men, were discussed next, in connection with the duties of Deans of Men in seeing that the reasons for such rules were understood. At several institutions experience has indicated that prep school graduates, accustomed to strict rules, experience more difficulty in adjusting themselves to college situations, which allow them greater discretion, than do boys with a high school background.

The varying cut systems described brought forth the question, "Why do we make our colleges penal institutions?" and the response, "Why shouldn't they be? For discipline, and training for life after college."

Wide variations in automobile regulations, ranging from complete prohibition to complete repeal, elicited enlightening accounts of studentcontrolled safety and traffic committees (although in one instance the Dean gets the fines levied by the student court.)

Dean Gadd's survey of extra-curricular activities at his institution—which will again be available to those of us who request copies, on completion of its second printing—concludes that point systems for equalizing the load are not workable, not democratic, and do not fit in with our educational objectives, he said in summary. Discussion revealed general agreement. Poor students are generally not active in such pursuits, and, in some cases, apparently have benefited by more participation rather than less. The concensus of opinion was that the problem must be handled, and can be solved, only individual case by individual case. Constructive suggestions were that calendars should be so arranged that conflicts do occur, forcing the student to choose only one of several similar activities, and that all fraternity formals be on the same night. The logic involved in this latter suggestion is that all the girls get dates, thus strengthening democracy on our campuses



(laughter) and presumably, contributing thereby to national defense. (Laughter)

This felicitous inference leads to the last problem raised—the state of mind of students in general about the war, and the state of mind of their parents and of the parents of boys and girls who are not going to be students because of the state of mind of their parents. This was felt to be a problem now increasing in seriousness, although several institutions reported recent improvement in morale on the campus. The representatives present at last night's session did not solve it, however. Respectfully submitted, Donald M. DuShane, Secretary.

Secretary-Treasurer Turner: You did not figure out how to get dates for all the boys, did you? (Laughter)

Dean DuShane: No. (Applause)

President Thompson: I think we will have all the reports and then the discussion, if we have time for it.

We will have the next report by Dean Julian. (Applause)

Dean J. H. Julian: We had 22 people at this distinguished gathering and the discussion was the rather informal type. We did a lot of talking and we think we arrived at some conclusions. That is for you to decide.

I shall give the questions asked in the order in which they were suggested and if I make any mistakes, I shall be glad to have any gentleman who was present correct me as I do not wish to misinterpret the practices of any institution. The first question raised was that of taking records. Nine out of the group felt that this is a function of the registrar even though many of them have that duty at the present time.

The method of handling absences at the colleges was discussed specifically. Some institutions have abandoned the cut system and various methods of reporting the absentees were suggested. In five institutions the Academic Dean takes care of this activity and in seven the Dean of Men.

The question of excessive absences is handled in many ways as is the question of the student who disappears from class. The question of how to locate this student is covered in many ways, in fact in a different way in almost every institution. In one institution, for instance, they have no difficulty because the students get a refund, and they ask for this refund and in that way they find out that he isn't going to class. (Laughter) All institutions drop a student from a class for excessive absences. Eighteen institutions drop a student from all classes for excessive absences. Other institutions give negative points for excessive absences.

Holiday cuts. A few institutions require additional hours and some have a financial penalty for reinstatement varying from \$1.00 to \$3.00



for each pre-vacation absence. In two cases the president only can grant pre-vacation excuses. In nine cases the Dean of Men has that responsibility.

We had considerable discussion on the question of what good these absence reports are. There seemed to be quite a variety of opinion here. Some Deans do not like to face irate parents without telling them how many absences the student has in each course and, therefore, offer some excuse for his deficiency. Some Deans thought the absence record was valuable in personnel work. Others felt they had found a definite correlation between cuts and scholarship.

Most of our time, I presume, was devoted to the question of taking care of the students called to military service. Without exception, I think all the universities or colleges represented are treating these cases on their individual merits. Thirteen have taken formal action relative to the granting of credit upon the return of the student to the institution. All of the institutions represented had some sort of a committee or individual designated to look after this matter, but in practically all the cases, the question has not developed to the situation where they have very definite duties.

The question of granting college credit for military work was discussed at some length. The first matter under this heading was the case of the C. A. A. training, which is going on in a great many institutions and how it is being handled. Some institutions require the student to drop a definite amount of regular work, if he takes this work on, and they give a corresponding amount of credit. So at the end of the semester, the student, if he completes the work satisfactorily, has a normal amount of credit for the semester or year. All require some college training as a prerequisite for entering the C. A. A. course.

The question also arises as to whether any credit is to be granted to any student who does work of an advanced nature during the time he has service in the defense program. All institutions have provisions for advanced standing examinations on any work which the student is doing which he wishes to present for credit upon his return, and is able to demonstrate his proficiency.

We had resolutions presented two or three times yesterday and then at the very last we decided that we would refer this to a couple of gentlemen in the group who we felt were better prepared than anybody else to look upon this new selective service regulation, which was read yesterday afternoon, to see if it covers the cases that we were discussing. These cases practically all involve men who are not quite through with a definite course. For instance, the student who needs six hours or so at the end of this semester, and could accumulate this credit by going to a summer school or by some other method. We asked these gentlemen to read the Selective Service Regulations carefully after the meeting and make suggestions as to this recommendation.



The upshot of that matter is that the gentlemen told me this morning that they thought we had better throw this out, making no definite recommendations to this convention. This is the resolution as it was brought before the group but was not passed:

"Inasmuch as men already placed in classes ID and IE are up for reclassification on July 1, we recommend that this convention adopt a resolution requesting that an additional classification be created to cover problems of temporary student deferrment, assuming that such cases are not covered in the 'Unusual hardship' clause." As I stated before, that resolution was not passed, for the reason that we were questioning the exact reading of this bulletin from the selective service office.

The next question that came up was asked by a gentleman who wanted to know how many institutions do not require final undergraduate examinations. The answer to that is none. Exceptions are made in specific types of cases such as fine arts.

The next was, "Are illness excuses from house mothers accepted in the case of absences?" The answer was no to that question. All the institutions having a health set-up require an excuse from some definite official of the health set-up, and no others are accepted. It is the student's responsibility to call the doctor or go to the clinic if he is ill even for one day. Some institutions have ambulance services.

I presume that the last question we discussed was provoked by the paper given by Dean Alderman yesterday morning, and it was adopted as a question to be presented to this group for an answer. The question, "What are the essential functions of the Dean of Men which in the opinion of this Association should be common to all institutions?" (Applause)

President Thompson: We will now hear the resolutions from the 5000 to 10,000 or more group from Richard Rubottom of the University of Texas. (Applause)

Dean Richard Rubottom: Mr. Chairman, I would like to say here in the beginning that I want to bring greetings from our mutual friend and my colleague, "Shorty" Nowotny, who, every other year, is asked to stay at home by Dean Moore's kindness in allowing me to come with him, but he means so much to so many of you that I thought you would permit me this digression.

There were 18 men represented in the meeting of the large schools, with Joseph A. Park, from Ohio State, presiding; however, there were only 13 schools represented. We had as guests Mr. Paul Beam, of Phi Delta Theta, as well as two graduate students from Illinois. The Chairman presented mimeographed copies of the agenda for the past three years, feeling that those topics pretty well covered any subjects that might come up for discussion last night. He suggested in the beginning that the topic of paternalism might be interesting to us, and there, the



first question arose which was on housing and its relationship to a paternalistic attitude on the campus. We never did get back to paternalism as such.

Two questions were raised. One, how to place a premium on approved houses to make them attractive enough to have the householders want them to be approved. Four answers were given to that question. One, not to allow students to live elsewhere at all. Secondly, to require payment of all bills of students living in approved houses, but not to have such requirements of students in unapproved houses. Third, to publicize the approved lists. And last, not to allow students to move from approved houses during the course of a semester or any term, but not bar such moves from the other houses.

In connection with that second one, the requiring of payment of bills, it was mentioned that the Ohio State Attorney General had just made a ruling that schools could require payment of bills and that, in lieu of not making payment, the credits could be delayed. The practice was encouraged. There were some who were interested in knowing that.

The other specific question was about unsupervised apartments. They seemed to be a question of interest to all. How to handle the question of unsupervised apartments? At Illinois the requirement has been made that all apartments must have adequate sponsorship. Not necessarily resident supervision in the same living unit, with the boys, but actual sponsorship on the premises.

It was thought that there was too much actual good to be derived from the apartment arrangement to make any blanket denial of permission for students to live in such places. For instance, the many many small cooperative arrangements that exist on most of the campuses with boys from the country who can bring in food and live very cheaply.

In connection with that question, one of the men from Ohio State said that he had been quite amazed by the answer that one boy had given him as to why he lived in an apartment. He said, "Because of the four B's; babes, bottles, books, and baths." (Laughter) There is everything from the sublime to the ridiculous.

The question of how to approve physical standards in the approved houses was discussed briefly. At Iowa, it was pointed out that some ten or twelve years ago, a large group of houses were bracketed in the approved list. Practically all the houses were of such old age that they were lowering their standards, but they thought that by bracketing them in the approved list they could gradually raise the standards, and that has been accomplished in ten or twelve years. At Ohio State, they are almost hoping for a drop in enrollment this next year to eliminate several hundred houses that are on the border line, and thereby raise their standards on the whole. At other schools it was pointed out that there were actually no unapproved houses, as such, with the exception of apartments. The house mothers had to meet the standards or they were



not allowed to accept students.

The next question which occupied almost as much time, was that of the problems relative to fraternities. The first question raised was how to raise the grade average in fraternities and put an emphasis on scholarship. With the exception of the one specific answer by Dean Park that you might raise the initiation requirements for fraternities, there were no answers to that question, none whatsoever.

In connection with fraternities, the question was raised, how high are grades and morale this year in the groups? This applies to schools as a whole and not to the fraternities, but it came up under this discussion.

First, the professional schools are suffering scholastically this year. For the most part the law schools and other professional schools are suffering by the jitteriness that characterizes the students this year, and yet, the Freshman group is showing higher grades this year than any time before. The Phi Eta Sigma classes were larger than in previous years, and that would indicate that the older men don't care and the younger men, because of the higher premium on education, are trying harder than ever before.

A question raised relative to fraternities was how to check finally and definitely on those who are initiated. It was pointed out by one school that there were some instances this year of men being initiated, yet not eligible by school regulations. It was finally decided, without any objection from the group, that this question be brought to the floor here. Mr. Beam, representing the fraternities, said he thought that he would have no objection and others would not have any objection to a request being made of the fraternity secretaries that they send lists to the Dean's offices of those men who were initiated by the chapters at their particular schools, in order to provide a double check for the Dean's office of those men actually initiated.

Another person pointed out that the National Fraternities Executive Secretaries might require that the school O. K. all men initiated before the permits are granted. I believe that there are two national fraternities that require such O. K.'s. However, they are phrased in rather difficult language. There is no uniform method of grading, and it would be simpler if the fraternities simply asked the school to show that the men initiated had met the school requirements.

In case of disciplining those fraternities who initiate men who are not eligible, it is usually the individual or the chapter who assumes the responsibility, and not the national fraternity.

There was a question raised about the independents' activities on the campus, national independent student associations and the various affiliated groups. The unitorm opinion was that their work was mostly constructive.

Question was raised about the measure that exists between sus-



pension and probation in so far as discipline is concerned. Ohio State pointed out that they occasionally added extra hours required for graduation, but it is not uniformly successful. Some of the institutions have disciplinary probation, which is stronger than the "tap on the wrist" probation. It varies, however.

A closing note was on the rumored extra activity in the last six weeks by the liberal groups on the campus, such as the American Students Union. I was asked to mention that perhaps we might be keeping our eyes open a little wider than we have in the past, because there seems to be some definite indication of extra curricular activity on their part. (Applause)

President Thompson: The fourth section will now have its report made by Assistant Dean Peck of Illinois. (Applause)

Assistant Dean Gerald Peck: The student employment and placement sectional meeting was called to order about 7:50 by Chairman William Guthrie. There were eleven persons in attendance. They were the following: Vic I. Moore, M. E. Wagoner, F. E. Foy, G. R. Heath, Philip S. Sherman, Miss Kate Resler, guests, Mr. F. Chandler Young, Alpha Delta Chi, and Armond Stalnocker, student assistant at the University of Cincinnati.

Chairman Guthrie started the meeting by asking that each one present describe the origin, development, and scope of employment activity at each institution. This was done in order that we might have some understanding of each others situation. As far as I have been able to learn, this is the first meeting of an employment section, as such, with the Dean of Men's conference.

The procedure of describing our origin and development and scope brought out many problems common to all of us. Those problems seem to be common regardless of the size of the institution or its location. It took only a few minutes then to list a number of topics that we wished to discuss. Among these were the coordination of the N. Y. A. and general employment program, the relationship of the employment program to loan funds, and even housing, the matter of decentralized employment offices, means of developing student employment opportunities in private business, the effect of the defense program, particularly as it concerns the six or eight hour working day for students, methods of educating students to job responsibilities, shyster propositions, and agency plans.

You probably realize that with that as a docket we had a busy time, and we were not able to cover all of these things in the time at our disposal. I think that most of us felt that if we had two or three days we could cover that rather well. Probably the most descriptive term for our meeting would be a bull session. I would prefer not to call it that, however, because we all did get many valuable suggestions from that meeting. Some consolation is gained from the fact that others



have the same problems that we do, even though they are not problems that we have found definite solutions, or have had solutions suggested

The high-point of the meeting, or at least the point on which most of the discussion centered, was the effect of the defense program. Pretty generally, regardless of whether or not the institution was located near any defense industry, we found that most of us are now in the position of finding workers for jobs, rather than jobs for students.

In the institutions that are near defense industry plants there is the problem of students trying to work six or eight hours a day—becoming student workers rather than working students. That is, the emphasis is placed on the job. One of the men presented to us the fact that he was rather humiliated when one of his boys flashed a weekly pay check in front of him for \$72. There may be the danger there that we will lose some of our assistant deans to the union in order to get that union wage scale. (Laughter)

So far as graduate placement was concerned, the situation seemed rather common that college or departmental placements had been developed before student employment became a function of the Dean of Men's office, or had a place in the universities. The most common origin of the student employment office was from the Y. M. C. A. employment secretary, or Y. M. C. A. committees.

In the matter of training of workers and having some hammer to hold over their heads to cause them to be responsible on the job, I think the outstanding suggestion that was made was the practice of giving a work record to the college placement office, which is used in recommending students for positions after graduation. Of course, practically all of us use those records for further recommendations while the boy is still a student.

As I say, however, no formal decisions were reached. From the report it may sound as though little was accomplished. We all did feel that the meeting was quite worth while. The group as a whole expressed the feeling that there is a definite need for continued exchange of ideas on student employment and graduate placement problems, and they expressed the desire that the employment session may be continued as a permanent part on the program at the Deans of Men's Conference. (Applause)

President Thompson: Have you any questions you would like to ask any of these gentlemen who have reported?

Dean Park: I do not have a question, but I would like to suggest to the program committee for next year that these sessions be held during the day rather than at the close of the day. Personally, I always felt that they were one of the most valuable features of our whole meeting and when they are put at the end of a long day, they are not as valuable as they would be otherwise. I think we might well do away with an evening session on the first day of the Conference, and give



over perhaps part of the afternoon to the part these Conferences have had in the past.

**President Thompson:** Secretary, please make a note of that. Any further suggestions?

Dean Miller: In connection with the point that was raised by Dean Rubottom at the end of his report about the increased activity of the radical groups; we had some discussion of that at the Western Association last week. Some of us have the feeling that there might be something really constructive that we ought to do in the Deans Association, perhaps the Eastern and Western and the National Association, or at least by a committee, in regard to this question. Of course, it gets tangled up in the question of constitutional rights and the freedom of speech, and the unwillingness of many people to do anything to interfere with those rights and bottle up the Communist Party, and so on. But it seems to some of us that there is another angle of it that really is not involved in the freedom of speech, and that is the question of, should certain organizations operating under false colors be allowed to do so? Look at this question, leaving out the question of whether the Communist Party has a right to operate on our campuses, and leaving out the question of freedom of speech. We still have the question of whether in an educational institution it is desirable to enable our students to know what is going on.

It seems to be an educational function to get at the truth, and I recently heard a man talk who proved to my complete satisfaction that a number of these organizations, the A. S. U. and so on, are merely fronts, operating under direction from the Communist Party, and that they have had a very systematic plan of working under cover through these fronts. We have found that it is very beneficial to the students, and their reaction has been very different and to the liking of the university when they found out the attitudes of these organizations. Looking at it from the angle of having the student get at the truth, there might be a constructive piece of work done, and perhaps rather easily done by getting at information that has already been developed, shaking these folks out, and making them operate under their true colors instead of under false ones.

I have great respect for people who have conviction on these subjects and come out and stand for them. Personally, I have none for the man who comes in the campus and operates the Communist program, but refuses to permit it to be known, and tries to lead the student in every way possible by concealing his true identity. Most of our students, once the identity is established, are not interested. Regardless of the question of whether they are right or wrong, I think they ought to operate under their true colors.

It might be that our organization could perform a great benefit to the Deans and students by making a little study of that question, and see just what these organizations that are springing up really are, or



what their connection is, and make that information available to the students.

Dean Robert E. Bates (Western Reserve): I think Dean Miller's suggestion that we do what we can to establish a clearing house for information regarding these organizations would be extremely helpful. This point came up in the last few weeks with the establishment on our campus of a group associated with the Student Defenders of Democracy. Many of the students became interested in this group, and after they had taken it up, the question was raised that the personnel in charge of the group was essentially the same as the one that had been running the American Student Union. I am interested, particularly, in getting any light that anyone can throw on that problem, because this group of students is just as interested as I am in knowing the connection of these people that are in it.

I think that most of us would not be able to keep a file of the people associated with these organizations, so if we could have some means of assembling this information regarding some of these organizations, it would be extremely helpful. If anyone has any information on that particular organization, I would be interested in knowing it.

Dean Miller: In that connection, I have been informed that the United States government, through some committees and departments has a great deal of information on this subject that they have not seen fit to publish or circulate, but it is available to folks in our positions, responsible people who would like to have it, and it seems to me that something like this might be done from that fund of information already developed.

Dean Williams: I would like to see a committee of this sort started. As a matter of fact, I had intended to get in touch with the Dies Committee, in Washington, pertaining to another subject that it quite relevant to this, and present it at one of the sessions of this Convention. Last night I was going to bring it up in the session to find out if anyone had the same experience as I did, but there were so many issues brought up that we did not have time. I would like to suggest that we add to such a committee the observation of the National Student Federation of America. I do not have any facts except that they did affiliate with the American Student Union. That is, they accepted dual sponsorship in their program. They have been described as "Communistically controlled" by the Dies Committee.

I would like to see, and I think it is the duty of the institutions, and possibly the Deans of Men, this organization, or some other organization, send the president of the student body away to those meetings where the program may not have been devised by students or by the educational institutions from which they come, and have them decide whether it should be returned to the control of the selected students that we send to those meetings. We should send students to the program, and have them vote on the speakers. I know that some of them



were not organized by the speakers.

About two months ago, we had a telegram for the request to hold a regional meeting on our campus. I thought it was a good idea, so I had the president write and ask about the formation of the program—whether we would have something to say about it. The letter we received in reply was not from one of the student officers, but it said that the student officers did, in general, form the program, and that the local school had nothing to say about it, and the program had been decided upon. The first speaker on the program was from the Association for the Advancement of Colored People. One speaker was from a C. I. O. union, and I question whether the actual leadership of the thing was conducted by students.

Now if you take a student body president, he can do nothing about it. He goes to one meeting and he thinks the program has been planned for and by him. He goes away, and the next year you send another lad, and the meeting is loaded.

Dean Everett Hunt (Swarthmore College): I ask that Deans discourage students where they have to subscribe to a platform. A good many students love to belong to a fighting organization where loyalty is demanded to a certain platform. I try to tell them that they ought to belong to organizations for the study of things. We don't make any rules of that kind, but it seems to me that it is the one approach to make.

Dean J. L. Bostwick (University of New Mexico): I think that any publicity toward such a concerted effort on our part would do more harm than good.

President Thompson: I am sorry, I think the discussion is very interesting and would be valuable to us all, but we must go on with our program. We have infringed now a few minutes on the next topic, but I think we will be able to get our full program in without running overtime. I think that suggestion made by Dean Park could probably be referred to the Program Committee for consideration for next year.

Freshman orientation is a problem that has occupied the interests of many educators, and we find that Dean L. W. Lange, of Ohio University, has done some study in this field during the past year, and he has promised to give us a paper on this topic this morning. (Applause)

Dean L. W. Lange: Mr. Chairman, of course it is only typical of the way this organization is run that a couple of months ago I received a letter from our esteemd secretary—who must have been forewarned, for he isn't here at the moment—asking me to talk on "Freshman Orientation." When the news letter came out, the topic was announced as "Freshman Orientation Progress." Now the program which we have here gives the topic as "Freshman Orientation Problems," and is dignified by the title Address. So, if you don't know what you are going to hear, don't blame me.



At the risk of being contradicted by the O. P. M., it does seem to me that in our preparation for national defense this business of freshman orientation assumes an added importance. If man power is important, it behooves those of us who are responsible for the personal development of college youngsters to get started right at the beginning; in other words, with the freshman as soon as he comes into college. When more men in the right jobs are needed, wasted man-power is costly.

This paper will attempt to: 1. Outline the set-up for freshman orientation on two campuses. 2. Point out short-comings in the programs. 3. Make several suggestions. 4. Stimulate further suggestions from the audience.

In a group of experts, one should generalize with caution and should sprinkle his statements freely with such face-savers as "on the average," "on MY campus," "probably" and "it seems to me." The frequency with which such qualifiers are used in this discussion may be taken as an indication of the category into which I have classified this audience.

Freshman orientation may be defined as the process of aiding each individual to make the best possible adjustment to the college situation with a minimum of wasted time, effort and ability. It involves the human, man-to-man approach rather than a guinea-pig-in-the-laboratory technique.

Freshman orientation is simply one of the manifestations of personnel work. Its aim is essentially that of personnel work in general.

It may or it may not be a safe assumption that everyone here is well grounded in the principles of sound personnel procedure. As a complimentary gesture, let us make that hazardous assumption. When asked about flying, one man replied that he much preferred terra firma, and the more firma, the less terra. (Laughter) The firmest ground I can tread in this discussion is that of my own campus. So, difficult as it may be, I will confine my remarks to things about which I am supposed to know something.

For six years I was Director of Admissions and Student Personnel for the University College of Arts and Pure Science and the College of Engineering of New York University. In this capacity I had the splendid opportunity of working closely with freshmen, both as applicants for admission and as struggling first-year men.

The aims of the orientation program were five-fold: 1. Educational, 2. Vocational, 3. Moral and Spiritual, 4. Physical, and 5. Personal. The means for orientation included: 1. Freshman Camp, 2. Freshman Week, 3. Freshman Chapel, and 4. Personal Counseling.

The Freshman Camp was a four-day camp conducted before the students reported to the campus. A Y. M. C. A. camp about 100 miles from the city was used. Attendance was voluntary and the nominal



fee of Ten Dollars covered all expenses. Twenty-five of the outstanding leaders in the publications, organizations and other campus activities were selected to serve as the camp staff.

The camp was started by the University "Y" and attracted about thirty-five freshmen. Several years ago we took the camp under the wing of the personnel office and made it an integral part of the orientation program. With the added official sanction and push from the university, the number of men desiring to attend camp increased each year until last fall nearly one-quarter of the entering class of five hundred attended the camp.

Several advantages have made the camp most worth-while. First, far more intimate orientation was possible. Second, the carefully selected student leaders could get closer to the new men than the faculty could. Third, the freshmen absorbed campus spirit, traditions. They learned the songs and cheers. Fourth, the freshmen made many new friends among their classmates and the otherwise unapproachable upperclassmen. And fifth, the camp group formed an enthusiastic nucleus for helping the other freshmen.

Formerly Freshman Week was a period of several days in which a lot of everything was literally crammed down the uncomprehending throats of bewildered freshmen. No need to say that this system was ineffective and futile. Freshman camp was enlarged and the following changes made in the campus freshman week program:

First, only barely essentials of campus geography and registration were retained, and second, all other usual components of an orientation program were spread over the year in Chapel.

With the growth in the cosmopolitan character of the student body, the original religious connotation of Chapel disappeared although the name was retained. Freshmen must attend two meetings a week. This period was converted into a vehicle for the orientation program. The material which was formerly concentrated in one short freshman week was given in more comfortable intervals and much more effectively throughout the freshman year.

The most effective orientation was provided by personal counseling. Student problems are largely individual rather than group ones. Nothing short of a heart-to-heart talk with an experienced and friendly advisor is satisfactory in most cases. In this role, the Assistant Deans in each of the two colleges acted in adjusting educational difficulties while the Personnel Office handled everything other than instructional.

Now, about freshman orientation at Ohio University. As Dean of Men in a state university, I find the problems much the same; intensified in some directions, lessened in others. Apparently a student is still just a student whether he comes from the right or the wrong side of the Hudson River.



The state university, which must take any graduate of any approved high school in the state, has a more heterogeneous student body than the high-tuition private college exercising some degree of selective admission. The low tuition of the state school often encourages students to tackle college when they are unprepared scholastically and economically. A co-educational campus poses new problems, as does a resident campus.

The aims of orientation remain the same for the public as for the private college. The means of orientation at Ohio University include Freshman Week, College Problems Course, Personal Counseling, and Faculty Advisory System.

The program for freshman week is confined to registration and standardized tests. Geographical orientation is left to the individual.

All freshmen are required to take the college problems course. This is given twice a week during the first semester. It carries one point of academic credit. For the most part the lecture method is used by the Dean of Men and guest speakers to present the usual information about campus activities, university regulations, methods of reading and studying, etiquette, vocational information and the like.

On a resident campus the Personnel Office does a great deal more in the way of personal counseling than was possible in a commuting college. In fact, day or night, in the office or at home, there is no escaping the demand for personal counseling.

A Faculty Advisory System, designed to handle educational problems by the intimate contact of the professor with a limited number of men, is in operation.

What are the short-comings of these programs? Let us look at these programs in the light of the announced aims of orientation. Were we providing a well-rounded service or a program emphasizing our own particular interests? Were our students getting the help they needed?

In the programs just discussed, some form of educational orientation was provided by the Freshman Camp, Freshman Week, Personal Counseling and the Faculty Advisory System. It has been said that the most effective guidance is student-to-student guidance. Insofar as this is true and desirable, the freshman camp afforded a wonderful opportunity for "putting the freshman wise." However, there was little done in the way of formal educational orientation largely because the new men had not as yet been to the campus for first-hand contact with the problems of registration and the selection of courses. The deans and a number of faculty members did come to the camp for one day, but the festive atmosphere was hardly conducive to serious individual attention.

Freshman Week stands out in the memory of every college neophyte. He has real reason to wonder how he ever survived that typically American mad-house. Registration, tests, interviews, fraternity rushing,



receptions, and dances. New friends, new places, finding a room, meeting the room-mate, testing places to eat. Resisting salesmen for the school paper, the year-book, the humor magazine, dues for this and dues for that, paying all kinds of bills. Find educational orientation in this whirlpool.

Freshman Week is typically a mad bubble that bursts only with the start of the academic routine. It sows the seeds of potential failure in the first week of the college course.

Personal counseling is apt to miss the very men who need help. Many personnel offices are so limited in staff that the office is constantly busy with those who come seeking help and little time is available for searching out the reticent sinner. Scholastic probation and suspension from the university are techniques of defeat; they are an open admission of our failure to recognize the symptoms of failure while a cure was still possible. Personal counseling may save the few but it often loses the many.

A faculty advisory system is only as strong as the interest and ability of its least enthusiastic member. The charges against such a plan are well-known and, unfortunately, often well-founded. Where educational guidance is separated in artificial fashion from the other aspects of personnel work, the situation is even worse. Interviews degenerate into admonitions to do better in the class-room work or suggestions that this course (in the counselor's department) be taken in preference to this other (in a competing department). Educational orientation cannot be separated from other personnel considerations in any satisfactory plan. Student problems simply do not divide themselves neatly and conveniently into packaged and labeled sections which may be delivered to the appropriate specialist and solved independently of any consideration of the whole man.

When the faculty advisory system becomes a chore that is performed unwillingly and in a perfunctory and impersonal manner, its usefulness is over. When student's problems are dealt out to various agencies as if there were no over-lapping, effective orientation becomes impossible.

Vocational orientation is provided on the campuses being discussed by the following means: Freshman Week, Chapel and the College Problems Course, Personal Counseling, and Faculty Advisory System.

The standardized tests given during Freshman Week provide information for later orientation. There is little chance for effective orientation along vocational lines in the rush of Freshman Week activities. Vocational decisions cannot satisfactorily be made in groups or in a rush.

The Chapel and College Problems Course are one means of group vocational orientation. However, this method is limited by the diffi-



culty of solving any individual problems by mass formulae.

Personal counseling should be most effective. But even here, the counselor must have training and experience if he is to do anything more than a superficial job. Tests results are meaningless until interpreted in the light of their limitations, the particular individual and the suitability of vocational opportunities.

The Faculty Advisory system is apt to be a poor means for vocational orientation. Professional men in college tend to narrow their interests with every increase in their specialization. Their contact with industry is often of ancient vintage or nil. Academic musings will not suffice when bread and butter and a man's future are at stake.

The colleges generally do little directly for the moral and spiritual orientation of their students. And the freshman needs this guidance, especially when he is away from home for the first time. The development of high campus standards must start with the freshman.

Chaperons are an outmoded courtesy to convention. One couple, much in demand at fraternity affairs, rebelled. They were mighty tired of spending the evening in an obscure corner reading and re-reading old copies of Life while fraternity life avoided them. They felt like embarrassed joy-killers as they saw the couples scatter like frightened rabbits whenever they entered a room. Problems of drinking and sex are difficult to prevent. Most solutions to these problems are punitive rather than preventative.

Intra-mural programs, on the whole, appear to be relatively ineffective while varsity athletics are totally ineffective for the average student. Miscellaneous recreation is usually undirected and sporadic. The freshman gets little orientation along physical lines unless he is a special case caught by the physical examination.

The freshman's problems are many and immediate. It is not enough for us to sit back in our office chairs waiting for problems to walk in. Before the freshman wakes up to what is going on and realizes that you can help him, it may be too late. There is a further danger that, with the rush of work, our attention to the individual case may become superficial and ineffective in consequence.

Now that we have condemned present practices in freshman orientation on several counts, what are we going to do about it? Is the sink-or-swim, survival-of-the-fittest philosophy better than the planned personnel work?

To insure effective freshman orientation we must start with certain guiding principles. These should include, among others: First, know your students. Without full facts as the basis for action, freshman orientation work becomes a travesty on common sense. We must know our students from all angles. (But deliver us from the spread of Cowley's term "holism." The very word conjures up visions of a tre-



mendous void, the great "hole" in our understanding of the individual student and his problems.) We must know the freshman's background, his abilities, his limitations, his ambitions and frustrations. No set formula can solve every student's difficulty. The solution must be fitted to the peculiarity of each case.

Second, coordinate all personnel services. The Dean of Men is but one agency dispensing guidance on the campus. Until all such work is coordinated to assure full use of every asset, personnel work and orientation will remain a spotty patch-quilt of unsuccessful gropings. The freshman, not knowing where to turn, may not turn at all and may walk himself right out the back door of a college career.

Third, promote preventative guidance. Here is the prime excuse for freshman orientation. A hair in the head is worth two in the brush (laughter) and a freshman in college is worth two on the relief rolls. Let's be certain that our programs are preventatively-geared rather than geared to second-hand repairs.

Fourth, secure full student cooperation. Without the closest rapport with the students, their full understanding of our aims and their enthusiastic cooperation, no program of orientation or guidance can be fully effective. Rules and regulations are worse than no rules at all if the students are not on our side.

Fifth, know what other campuses are doing. Our own problems are often simplified when we know how a similar problem has been handled elsewhere. I hope that you will feel free to offer additional suggestions, especially with respect to the activity on your campus.

Finally, I would like to recommend that this Association establish a committee on Freshman Orientation to report each year at this meeting on new practices and developments in the field of freshman orientation. Thank you. (Applause)

President Thompson: That is a very interesting topic, and it will now be further discussed by Dean J. L. Bostwick, of the University of New Mexico. After Dean Bostwick finishes his discussion we will have questions or suggestions from the floor. Dean Bostwick. (Applause)

Dean Bostwick: President and Members of the Association: I think this subject of orientation is one which is very difficult to handle in a group where schools have such a wide variety of sizes and shapes and problems and so forth. I think Larry has done an excellent job.

I should like to take up a few matters from notes that I have made. I would like to ask Larry, with regard to that camp which he talked about in New York, how are those students selected, Larry, who are the upper-class leaders that go along to camp to help get these people on the road to orientation?

Dean Lange: That was a problem because certain men felt they had a right to go. We did that by invitation from the Personnel Office,



and we did pick the men we wanted to go. We developed a Junior staff which consisted of men who had been at camp as Freshmen and carried them through as second and third year students, and ran the camp as Seniors.

Dean Bostwick: I was thinking, there would be a good opportunity for some of the fraternities to get in there on other reasons than pure orientation. They would have the idea of orienting the new freshmen in the right track. Who pays for those camps?

Dean Lange: The camp is self-supporting, and the activity with which the man is associated pays his \$10.00. The camp is self-supporting and the leaders pay their own way too.

Dean Bostwick: That is fine. Now, what about this plan you have suggested of having freshmen orientation accomplished a good bit through this method of freshman assemblies or chapels, as you called them. Do you find that that works as rapidly as is necessary for getting the orientation program across?

Dean Lange: Yes. In any orientation program, there are certain topics which must necessarily come early, and others can be postponed. We held more than two meetings a week at the beginning, until we had gotten over the immediate things.

Dean Bostwick: That was just a continuation of fitting them into the picture later?

Dean Lange: Yes.

Dean Bostwick: There are so many methods of accomplishing this orientation program. Some use faculty members to help bring it about. Others use upper-class students, and others try to do the whole job themselves, but that is more or less possible only in smaller institutions, but I see how it is not possible in the larger ones.

Dean Hawks, of Columbia, visited our campus not long ago and told us about how he brings about his orientation program with the help of selected Senior men. He gave us a lineup of all the various things which these men were supposed to accomplish, and it sounded very good. At the end of his remarks on that subject I asked him how it worked, to have these Senior men, take time out of a pretty busy life of their own and contribute enough to be really worth while to the freshmen, and he said, laughingly, "Well, it doesn't really work very well." (Laughter)

I have thought of that a good many times. How could we better accomplish that thing? Another method we spoke about in our group meeting last night, was having faculty members assist you in visiting and counselling students. I believe that our campus is as fortunate as the average in having faculty members who are definitely interested in the welfare of students, but I really don't think that I could find more than three or four faculty members who would really be interested suf-



ficiently, and have sufficient time to do a really acceptable job in that line of work.

Those fellows, I think we have to remember, are pretty well loaded down with teaching programs, and they feel that by the time they get that accomplished and all their homework done, they don't see any reason why they should add a lot to their burden of counselling students to take over the work they feel the Dean of Men should have as his sole responsibility.

Larry spoke about the chaperon problem, and I think that is one which is everywhere, and we all face that problem, no doubt. Each year we send out a brief questionnaire asking aculty members to indicate whether or not they are interested in doing some faculty chaperoning at parties and, from that list we determine which ones to recommend to the students to be invited to the parties. I think that when a faculty member and his wife go into a party, and the students run in another direction, as Larry said, I would cross that fellow off the list right there, because there is something wrong with him. That is, a student group would not act that way in the parties, if the faculty chaperon shows that he really wants to go. I have to talk, about every other year, to our men particularly, and occasionally to women leaders on the subject of how to treat chaperons. I don't think they really mean to be the way they are. I think that one thing that happens is they are actually scared of the chaperons. They are afraid that the girl they are taking to the party doesn't know how to talk to an older faculty member, and the boy himself feels that he would rather dance with one of the little clinging vines than take one of the more plump and fully matured faculty wives. (Laughter): Well, weren't you that same way? (Laughter)

I repeat, I don't really think those students mean to be slighting in their attitude toward chaperons, and I find that if you put in plugs once in a while for those chaperons in student meetings, they will come through in nice shape. I have had it happen right after making suggestions of that kind that the students almost wore us down at the next few parties we attended. I don't know whether that was the set-up or not, but the next party after I made that kind of plea to them this winter, we did not have a single dance that we could sit out if we wanted to. We couldn't even get a coke. (Laughter) The other chaperons at the party were treated the same way. That is a rather frequent occurrence on our campus that the students do almost wear the faculty out when they go to parties. But, as I say, that does not happen just automatically. It has to be suggested occasionally. I found that about every other year will do the trick.

Intra-murals are, of course, a very fine method of accomplishing some things in orientation, as Larry said. When I went to New Mexico, the faculty had never participated in intra-murals, and I had been on campuses before where the faculty had volley ball and soft ball teams but I don't know that very many of them played against the students



in intra-murals. We started, five years ago, playing faculty teams in intra-murals. We have trimmed the students for six successive times in volley ball. We have not lost yet. We came awfully close to it the last time. We have the advantage over the students in that we play together, the same crew, year after year, and we know what the other fellow is going to do, and the poor students have to break in a new outfit every year, and by the time the season is over they get awfully close to us, and we might lose the championship.

This spring, one team went down to the Y. M. C. A. to practice for the game to take that honor away from us, but they slipped up by a red hair.

Dean DuShane: Is that the reason you are able to catch full-backs in flight? (Laughter)

Dean Bostwick: Larry went on with the subject of orientation by suggesting that a great deal of speed is necessary in order to accomplish the things that should be accomplished before the student becomes discouraged and slips away from you. That is a real problem, how to get that thing accomplished in time.

Not having solved the problem of how to get help on this counselling business and still attempting to do it all myself, I found myself last year faced with a class of 400 freshmen—a few over that number. I knew that if I took them one at a time, each individual would require 15 to 20 minutes at least, and I never in the world would get through, or else I wouldn't get anything else done through the first year, possibly. I decided that possibly it would be all right to take about six at a time, taking them in groups of half dozens and holding a little session with them, trying to create a feeling of informality and letting each one talk as much as he would usually. You have to do most of the talking yourself because they don't come out very readily. Just talk over the general problems which they may face.

I waited until after the five weeks' grades came out in order to start that. You have plenty of counselling to do with the upper-class student in the meantime, and you have formal orientation that you are carrying out anyway right after school opens and during freshman week which will keep you busy up to that five weeks' period, but at the end of five weeks, you should select the students who have not done at all well, and call them in first because apparently they are the ones which need the counselling most. Call those in first and have a session with those and after you have talked with those who have given some promise of being problem children in one way or another, then take in the others.

You can see the entire group in a little less than a semester in that way.

I think, notwithstanding anything we say, with regard to whether we should advise students on academic matters, we are going to have



to do some of it. Those students often will come to us about problems which they know that someone else may know more about. They are going to come to us first, if we are their friends, and I think that we almost have to give them a little advice on academic matters when they do come to us. But I have followed the practice of protecting myself and keeping my relations with the other faculty members as good as possible by sending them immediately to what I consider the proper faculty men to get their slant on it too.

Sometimes you will find that you will advise people on academic matters in a way that perhaps the faculty members most concerned would not advise him, and I think that you can improve your relationships with the students and the faculty members as well if you take that precaution.

Larry spoke about rules and regulations. I think it is a whole lot better and I know he does, not to have very many rules and regulations, than it is to have a whole lot of them that you can't carry out. I don't think a whole long list of rules and regulations hung up in a dormitory lobby is a good idea. You do need a few, I suppose, but I remember one instance on our campus during the winter. Some students were keeping rifles and arms of various sorts in the dormitory. We do live in the West where they still carry their guns, but I did not realize there were so many guns in the dormitory until I found out they were using some of the doors and things like that for target practice. (Laughter) I called in some of the fellows and they said, "There isn't any rule against You don't have any rules against shoooting in the dormitories." (Laughter) I said, "No, we don't have any rule, but we don't have any rule saying that you should not cut your roommate's neck while he is asleep if you don't like him either. (Laughter) We have some right to assume that you know what is right and wrong, we think."

That ended up by creating a parking space for the guns. We had the proctor in the dormitory take care of the arms and ammunition. The boys have a habit out there of using some of their late evening hours, after their studies are completed, of course, (laughter) to go out in automobiles and spot jack-rabbits with their spot-lights and ride along side of them and stick the gun out of the window and pop them off. That is one of the things that you fellows who don't have jack-rabbits can't offer. (Laughter)

We do have, too, a formal orientation program which we carry out on our campus. It is very similar to yours, that you just outlined. I would like very much to second Larry's suggestion that each year we have a spot somewhere on the program for bringing out any interesting and new ideas which may have developed during the year in the field of orientation.

I believe we had better let the rest of the hour go for questions from the floor. (Applause)



Dean Vincent W. Lanfear (University of Pittsburgh): I have wanted to ask Dean Lange about this Freshman Camp. Do you take all of the students out to camp?

Dean Lange: No. The entering class is between 400 and 500 freshmen, and about 125 freshmen go.

Dean Lanfear: That has been our problem. We have had our tenth anniversary this time at camp. We can only get a certain number out. Some come in late. Some can't afford the price. But we did do that to help out along that line. It may be of some value. We feel it worth while in our own situation. The university pays the faculty people, and I think that it is very important to have faculty people there. It works better with faculty advisors at the camp. For every 25 students we have a faculty man, and an upper-class man counselor for every ten students. They get training for their duties and responsibilities and functions. Then the university pays their expenses, and then we explain to the faculty people that they are faculty men out there and their counselling must be done properly, or they are sent right home.

For example, if, as they did one time, one fellow took a group over to a city at night, and they went in and drank some beer, so we sent that man home. You just cannot do this sort of thing if you are going to accept the responsibility. You must do the job right or you cannot stay in camp. That has been helpful to us along that line, and I was wondering if we might save a little money by letting the men pay their own way.

Dean Lange: Can you find faculty members who are free at that particular rush period? Of course if your faculty man is not good, it is no use to have him there. So, over a period of years we have found those men to use who do the best. They are assigned to that, and they are free from registration and their duties on the campus, because we think that camp is the most important function that any faculty man can have.

The class goes on for the semester, and most of those fellows teach one of those classes. If they add that to their load, they reduce their other academic load.

We have about two busloads, and the rest of the time the boys nearly all have cars, you see, the faculty all have cars, and they get six in a car and take them out. Ours is a three-day camp. There are three men in the Dean's office that always go along and stay. Either the Director of Student Health or one of his assistants is always there, and all the Deans go out Saturday afternoon, and they have a church service.

Dean Moore: We have only 125 that we take care of. We are talking now of opening another camp about 50 miles on the other side, and we can get the same number in there.



Dean J. H. Julian: I want to get that straight. Just look at South Dakota—it voted for Willkie (laughter)—I tried a scheme this year that worked better than anything we have ever done. I capitalized on a radio quiz program for freshman orientation. I tried to get a little information across to them in an attractive way. We had four faculty members and four seniors to put in on the program in 40 minutes, and the seniors won. The student body of freshmen got more in those 40 minutes than they got in any other way, from the student handbook of information.

The registrars made up the questions and they were the court which decided whether the questions were answered correctly. We found that very beneficial.

Dean J. J. Somerville (Ohio Wesleyan University): This last year we asked the men in fraternities to appoint at this time their prep masters for next year, and last spring I held meetings with these prep masters who are coming in next fall. I gave them basically the things which they should utilize in orienting their own freshmen. That has worked very satisfactorily because when they approach the fall, they already have the program that they are going to use, and you get away from the funny stuff that they formerly did do because they did not know what else they could do. They have a definite program, and in the fall they know what to do, and they get started at it.

They have a meeting every two weeks with these men and share their ideas with these men. There is a cooperative spirit on the part of the faculty in the job of aiding these men.

Dean Keith: We have a program similar to what has been suggested. We meet once a week during the fall term, and we use faculty people in discussions each week, and there seems to be some controversy about using faculty people from time to time, however, we find that the faculty people are very truly willing to cooperate even though it does make an additional load, because it gives them a chance to make the students better acquainted with them, and what they have such as vocational guidance, how to study, and things of that kind; and it does give the students a chance to come to them and get interested in, pernaps, their course.

Dean Moore: I don't want Larry's suggestion, that we have a committee appointed, to get cold without some action, and if it is the proper time, I should like to move the appointment of the committee to make a study, and present to us next year a condensed report including what that committee has found to be the minimum essentials of successful orientation, such suggestions for improvement and advancement as that committee has found to be of value to them. To most of us this is nothing new. It is twenty years old on our campus, but we are constantly trying to make a success of it even though frequently we feel pessimistic about it.



He almost got pessimistic a while ago when he said, "Freshman orientation seems to sow the seeds of failure." He doesn't mean that or he would cut the blame thing out. I think unintelligent orientation does that, but it is not always unintelligent, and I am sure he meant that he was re-examining his own situation with a critical attitude as we all should do and I hope, Mr. President, that if this is not the proper time, you will give us an opportunity to bring it to a motion.

President Thompson: We will have time for that. Thank you, Dean Bostwick. (Applause) We had a very good paper and a very good leader in the discussion on this last topic, and now you have a motion before you. Is there a second?

Dean Lanfear: I second the motion.

**President Thompson:** We have the motion and the second, are you ready for the question?

.... Cries of question....

President Thompson: All in favor of the motion of appointing a committee of five, to make a study of orientation problems and successes and failures—I am not trying to change Vic Moore's very excellent discussion on his own motion—signify by saying, "Aye"; opposed, "No". The motion is carried.

We now come to the point in the program where we are going to discuss a matter that is of very great interest to us. I do not know whether the topic was our Secretary's suggestion, or it was Dr. Hullfish's own decision, but I think that the topic is very well put, "Advising the Graduate Student Who Wants to be a Dean of Men." We shall now have the pleasure of hearing Dr. Hullfish, of Ohio State University discuss that problem. (Applause)

Doctor H. Gordon Hullfish: Mr. Chairman, Gentlemen: It is somewhat of a relief not to add, "and Ladies", but it may also be embarrassing. I do not usually stand in front of a group and see only the legs of trousers. (Laughter)

I assure you that I had not the slightest thing to do with the selection of this topic. The secretary phrased it, and taking advantage of our acquaintance some 20 years ago, wished it upon me. (Laughter) I have been increasingly embarrassed as I have tried to deal with it. I would have been more embarrassed had I not read carefully the discussions in your proceedings on the same topic. These discussions gave me courage. Frankly, I know nothing of the topic, and I am led to the conclusion that you are in the same boat. (Laughter)

As I read your proceedings, I developed the notion that many of you have no faith in knowledge. You seem not to trust the systematic study of the activity in which you are engaged. I hope that the students on our campuses never have the opportunity to read your proceedings. They would then take less seriously than they now do the courses that



the professors urge upon them.

If these proceedings are read reflectively, however, two or three striking concepts emerge. First, a conception is expressed by a number of your group who have been very successful in an activity for which they had no preparation. As they look back upon their experience and try to isolate the practices which were useful in bringing them to a point of success, they can find none. So they arrive at the conclusion that, after all, they must have been cut out for this job. The next conclusion follows naturally. Success in the office of the dean of men is in reality, solely dependent upon the matter of selecting the right parents. One is born to the job; and as I read these proceedings, I gathered the notion that some people thought they had been born for the job even before the job had been created.

Now, obviously, this conclusion is in no way helpful when you are called upon to advise the young people who wish to become Deans of Men. It is then a trifle late to suggest that they seek out the right conditions of birth. I can discover only mystery ahead and behind, if this concept is taken seriously.

Another conception that I think I find within your prior thinking is this: as a group of people you are generally suspicious of curricula, perhaps because the work of the Dean of Men has almost exclusively gone forward "outside" of the curriculum. You do not seem to want to take any chance that your activity will suddenly become formalized in a series of courses or set down in a fixed curriculum. There is a human quality, as you see it, in your job that is not easily caught up in course activity. Indeed, some of you suggest an unpredictable character of the job. I recall that one of you said that you have to be prepared for the telephone that may ring at three in the morning and try your patience.

This last comment reminded me of the story attributed to President Angel when the Yale House Plan was being much publicized. It is said that he thought the end of the road had been reached when his door bell rang at three o'clock one morning and he found awaiting him, as he answered it, an undergraduate a little the worse for wear for the Saturday evening. After inquiring as to the identity of the person answering the door the undergraduate asked, "Shay, what's the House Plan?" (Laughter)

The Dean of Men, in short, is not sure what will happen the next time his door opens, and to get this need for adjustment to the unpredictable taught in courses, seems to many of you quite impossible. You appear to feel that a curriculum would hold within it the promise of mechanizing a human quality that you want to perpetuate. And you reject any move in the direction of the mechanization.

I think I found something else in your proceedings. I shall call it a lingering liberal arts contempt for academic imposters and upstarts,



such as psychology and the field that I represent, education. Better indeed to take a chance with chromosomes than to kill the spirit in this fashion! So the psychological course and the educational course are mentioned in your discussions as courses that people have had, but which may not be too enthusiastically recommended.

I am only trying to summarize your thinking as I have found it in your proceedings. I have been compelled to do this in order to bring my mind into contact with your minds. I discovered of course, one further interest in your proceedings—and I think it springs from this sympathetic approach to young people—and that is the notion that, after all, that if young people want to follow in your footsteps, there ought to be some way in which to give them advice that would help them approach their task with insight and understanding. So, from the one extreme of throwing up your hands and depending upon birth, you move through varying stages to the other extreme in this argument, that it is possible to analyze the work of a Dean of Men, and in terms of that analysis, organize knowledge in appropriate ways to make the individual intelligent about the work that he intends to undertake.

In trying to face up to your problem therefore, I was struck by the fact that the dilemmas that you face are real dilemmas ,and that they are identical with those that are characteristic of the whole field of higher education. If you are confused in any sense as you deal with this problem, I think you reflect the confusion of your own climate, the climate of higher education. Now, of course, it is within the climate of higher education that the consideration of the functions of the Dean of Men must occur. He either is a contributing member to institutional purposes, or he is the director of a side-show, and not to be taken very seriously, or if taken seriously, he can be considered only as a kind of police and health officer who will see to it that the victims are brought to the true educative process on time, and in good condition. And there are people in the field of higher education who would reduce the Dean of Men to such a status. I am not sure what finally would be the disposition of this office by the concept represented by Hutchins of Chicago. But clearly in an academic world that takes its lead from a set of propositions—teaching implies learning; learning implies knowledge; knowledge is the same everywhere; and education, may, therefore, be everywhere the same—the function of the Dean of Men could be little more than to help eliminate those whose minds were not geared to the ultimate knowledge which Mr. Hutchins in his wisdom has discovered. (Laughter)

Let us look at another representative of the field, Abraham Flexner. You may remember his Universities! American, English, German. In it there is an interesting sentence over which you people should ponder. Flexner said, "The university professor has an entirely objective responsibility—a responsibility to learning, to his subject, not a psychological or parental responsibility for his students." One of the reasons why we flounder about in higher education today with no clear-cut and



directing purposes is that we have not made up our minds on this issue. We have not decided whether to take the student seriously, on the one hand, or whether to take knowledge seriously, on the other. So we get a kind of dual condition on a campus. We have one set of people whose responsibility is to make knowledge available and, if necessary, to pound it somehow into the nervous systems of the students. We have another group whose function is to take care of the reactions to the pounding process. The Dean of Men, of course, belongs in the second group, unless, as may be true on a small campus, he represents the dualism within his duties of serving as both a teacher and a personnel officer.

This situation needs pretty serious consideration by a group such as this. It is intriguing to all of us to contemplate a university as an institution that has its primary responsibilites, the preservation of knowledge, the expansion of knowledge, and the transmission of knowledge. This, in essence, is the character of the university as Flexner proposes it, and who, in higher education, has temerity enough, or, if you like, stupidity enough, to suggest that this institution should not be primarily concerned with knowledge.

We find ourselves caught up in the inevitableness of this logic. Nor do we find reason to regret this fact. Our association with knowledge, and with its pursuit, even when that association is on the periphery, as may frequently be the case with the Dean of Men, gives us a satisfying sense of participating in a dignified undertaking. Before we give our full assent to this position, however, we will do well to examine further what this concept has done to institutions of higher learning. This is not the place to trace out the history of higher education, but there are some things that I think we can note. I am reminded of a question raised by Constance Warren in describing the organization and operation of Sarah Lawrence College. She has asked pertinently, "Considering how students clamor to come to college in the first place, isn't it somewhat paradoxical that they should have to be prodded constantly to keep them at work after they arrive?" And it is odd, and we do see it, and it has to be accepted for what it is, a straight out and out criticism seen in the very lives of the students of the effectiveness of the whole educationing process.

This criticism has a source and we all know what it is. Those who teach have become so enamored by their own relationship to knowledge that they have overlooked the fact that a student might have some fun, some intellectual fun, if you please, if he had a chance to be a participant in the discovery and organization of knowledge. He is not given that chance. He is at the mercy of those erudite gentlemen who have organized knowledge into textbooks. His task of learning is reduced to one of remembering what the authorities say that knowledge is. It seems not too much to suggest that when knowledge is taken as the guiding concept, people, as people, disappear from the educative process.

One result of this whole emphasis has been to take the liberal ele-



ments out of the liberal arts college and to take the really professionalizing elements out of the professional curriculum. Courses now are organized and taught in order that some other course may be later taught. The students take all their courses in the same terms in which they are presented, in order to be prepared to take the next course in the required sequence. They take economics courses, for instance, without coming within gunshot of the fact that there is an economic process in which they are day by day engaged. They take physics and never get a view of its meaning for their more effective daily living. They take psychology and never discover that there is a mind, however defined, because they deal with bits and bits of a total subject.

Under the impact of the drive to extend knowledge, we have split up fields of learning, so far as the study is concerned, into segments for study. Take the psychological field, if you like. I have a colleague at the present time who, when he started to teach, taught a course in psychology in a department of philosophy. Nor was his an unusual case. Today that course in philosophy has so far strayed from parental care that it is hesitant about admitting its beginnings. It is now a department in itself, and within it you will find clinical, educatonal, industrial, theoretical, genetical and other divisions, as the particular interest of particular research students happens to make available on a given campus. When a student comes into this field today, the difficulty is not a difficulty in making knowledge available, the difficulty is rather, one of making psychology available. Indeed, the parent, philosophy, has not been left behind by a modern child. It, too, has followed the style and organized itself in a pattern of fragments. It is easy to locate epistemology, ethics, metaphysics, and the like. It is more difficult to locate philosophy. You may have heard of the incident reported by Norman Foerster, author of The American State University, of a new colleague who introduced himself by simply saying, "I am the Andrew Jackson Period." (Laughter)

Two years ago we lost two outstanding men from our faculty to other institutions, and at our faculty club I heard these exact sentences: "You know, he was the best heather man in the country," and "He is the outstanding man in algae." So we are tagged with heather and historical periods and algae, and we then expect students, sharing none of our enthusiasms, not even being let in on the secret of our enthusiams, to accept even the results of our prior thinking and deal with them appreciatively.

I don't think there is any surprise at all that there has developed in American education an office known as the Dean of Men, and while you may attribute your office to huge enrollment and crowded housing conditions, I, myself, if I had to write the history of your office, would be interested in exploring how much this pursuit of segmented knowledge has made it necessary that there be someone on the campus whose task it is to deal with people.



Frankly, I think we have listened to the voice of scholarship overlong and we have mis-heard.

There was a time when we could say in our culture that more of enlightenment was necessary to more and more people if the democratic process was to survive and flourish. And, of course, we still think that enlightenment is necessary to the furthering of democratic ideals. But we have taken too much for granted. We have assumed that enlightenment would follow automatically upon the mere accumulation of knowledge; and, in terms of this notion, we have made over our liberal arts institutions into preparatory areas for later work.

Foerster has said that the liberal arts college is today not merely a service institution; it is more distressingly, a servile institution. We have tried, of course, to keep a segment sacred—the really liberal which doesn't prepare for anything. But I would like to suggest that we have invaded this area too, and in doing so, have violated its purposes.

It is no accident today that there is a large movement in American education designated as" general education." But, and here is the rub, unless we think our way clearly through our own past, we may interpret general education to be nothing more than a new way of looking at old knowledge. In this case we may merely substitute "the survey course" for the more specialized courses that have led to the sorry present. And this is a shift in emphasis that is deserving of little of the enthusiasm that was engendered when it first appeared that a general picture of a field of knowledge would be an improvement over a close-up of a portion of it.

What I think we need in higher education is to recapture, not the past in the sense of perpetuating it, but to recapture out of the past, the simple fact that once upon a time in liberal arts colleges the individual was forced to contemplate the meaning of a way of life. We have lost this concern under the impact of the specialists' interest and the time has come for those of us engaged in American higher education to stand up and insist that knowledge which is good for the specialist is "a good" distinctly limited to the terms of his activity.

I have no objection to organized knowledge. It must be organized for purposes of research: to facilitate the extension of the ranges of knowledge, and to help man account for those new facts he sometimes stumbles upon. There must be system and organization if these purposes are to be achieved. What I object to is the way in which we have assumed a one-to-one relationship between the organization of knowledge and the teaching organization of knowledge. There is a difference here of far-reaching significance. When knowledge is organized for purposes of teaching, it must be organized in relationship to people who are to learn. We have not only let a way of life slip out of our picture, we have let the individual slip out of it, also. You can, of course, settle this whole problem by saying that, after all, too many people are going to college. But this is only to say that when you find



people with your interests, your enthusiasms will be engendered automatically. All who do not share them are merely dull, if not downright stupid. You can so settle the problem, but this is hardly a way of giving the knowledge that we possess serious work to do in the improvement of life.

John Dewey made a very illuminating remark years ago in his, How We Think. At least, it was illuminating to me. He said, in effect, that it is a rare thing to find a person who is dull in all directions. My complaint is that our curricula are so organized that we look at only one side of a person. We don't turn people around, to see what else there may be to them, to see if there is not some rough spot that we may polish up, and to see if, in fact, their lack of interest in knowledge as we have organized it is conclusive evidence of their lack of interest in all knowledge.

Frankly, I don't see how we can expect young and eager minds to get any fun out of a process in which they have no sense of being participants in either the discovery, the creation, or the organization of knowledge. We put them on a kind of conveyer belt, and, every once in a while we stop at a new opening in the institution, to shove out more material. This is not a pleasing figure, yet I think it is not an accurate one. I find that my sympathy is directed more and more to the students and less and less to the professors. As you see the students gather in class, you see their habits at work. They come in, they open a notebook, they take out pen or pencil, and when you start to talk they start to write—unless they are as smart, as one girl who said to me: "I haven't opened a book in two years. I don't have to. I pick a good student in every course, and he gives me the notes." There are courses, to be sure, that can't be passed this way. But there are enough, and students who started their careers with high expectations too frequently continue them with a kind of defiance. They then, sit in classes and say by their looks, "Go ahead, damn you, and educate me." (Laughter) And I have ceased to blame them. I am fed up with those colleagues who have managed to forget their function as a teacher so far that they actually conceive of themselves as casters of pearls.

What are we going to do? I think the answer lies in facing anew the question of what the function of higher education is in our time and in our place. And this means 1941, in a United States of America that is set down in a world that is going to the dogs. We cannot retreat from this fact. We cannot live complacent lives in the ivory towers of our own creation. We cannot, if it is our intention to make knowledge mean something in the lives of people.

Frankly, I can get no comfort from the suggestion that the Deans of Men will stake their case on the chromosones. The Dean of Men, like everyone else engaged in higher education, has come to grips with the fundamental problem of what we want higher education today to achieve. I would like to approach that problem by dealing, sketchily



with two lenses through which we may view it.

One is a lens with which you are familiar. The other, indeed, may be so familiar as to need nothing more than mention. The first one is this: our society is all snarled up. I don't mean by this that some men are out of work or have been, or that housing conditions are or have been bad, or that over 4 million high school graduates never found jobs, not even part time jobs, until defense came into the picture, or that we don't really know what to do about our relationship to the problem of defense. These are only manifestations of something that lies deeper. We are snarled up because we believe so many things we could not possibly believe if we only understood other things that we do believe. Our values have lost any unifying force, and each value stands off by itself, each is important in its own terms that it is a rival to the others. Our problems arise when these values bump noses. You see this fact in your office. The young man, of course, should be honest, but should he not, if majoring in commerce, take on the ideas of "business"?

Can one believe both of these ends at one and the same time? These are questions that young people ask. They have discovered, by the simple process of living with us, that we manage to hold to one set of values for one activity and to another set for a seemingly conflicting activity. They have discovered, too, that the whole procedure makes little sense.

Somebody wrote an article a few years ago about the muddled 40's. It appeared, I believe, in Harpers. The theme was this: here were people in the 40's trying to pass on to their youngsters the values that they had accepted from their parents, although they knew that they themselves no longer accepted them. You know how this comes out. "Run down to the front door Mary and tell Mrs. Smith that I am not here. And, by the way Mary, always tell the truth." It is just as casual as that. The kids have a word for it—they change these so often that it is hard for a college professor to keep up with them, but the last one that I heard was "hokum." At the points where life is intense we fail to touch students. They come to college with a set of values frequently confused, and often limiting, and they leave with their values in the same condition. The knowledge they "have gained" has not added insight and understanding for the simple reason that we have not even pointed up the problem for them.

In developing the first point in this way, I have already developed the second. Young people inescapably reflect the confusion of their own homes and of their culture. This is a simple result of growing up in this time and in this place, and unless some agency deliberately and consciously tries to help them overcome the confusion which is characteristic of the culture they are sure to carry this confusion into their adult years, and hence, right back into the culture from whence it came.

I remember hearing President Kinley of the University of Illinois—



the university I attended, by the way, without ever finding out what the Dean of Men's office meant except to discover that it was a place to avoid. (Laughter) And, I did.—say towards the end of his career that young people can't really deal with important social problems until they are at least juniors. As he put it, if they deal with them before that time, they won't know enough to get the true answers. This is only a way of saying that someone possesses these answers and evidently President Kinley thought that he did. It is also a way of saying that we place no faith in the ability of young people to face their world in terms of their own intelligence. A world that gives them the true values does not help them value. Especially is this so when they discover that our true values are true only for purposes of preaching to them, not for purposes of directing and unifying our own behavior.

Perhaps this all seems irrelevant to your problem. Yet as I have tried to think about your problem, I have been driven to this conclusion: the function of higher education at this time and in this place is to make knowledge available in ways that will make people intelligent about the heritage which is theirs, the democratic values. If we don't tackle this problem, we must anticipate that confusion will remain as a permanent characteristic of our culture. Both our young people and our culture need educative help, and institutions of higher learning, in my judgment, have the responsibility of discovering ways in which to work directly at this task.

Now, where do Deans of Men come into this picture? In the first instance they must view themselves as part of an institution which is dedicated to a central purpose. They come in, in the second instance, by seeing themselves as members of an institution dedicated to the purpose of getting purpose into the picture. But they ought to see themselves clearly in other ways. A Dean of Men cannot operate without dealing constantly with the values that students hold. You can deny the validity of this. You can insist that you possess the truth that your task is to pass it along to students in appropriate doses. Or, you can sit back more calmly, holding the attitude: "All things come out in the wash. Mine is only a job of listening, and applying rules in ways calculated not to stir up any of the animals." You can, of course, move more directly, and intelligently, to your job. No one is steadily closer, when he is close, to the point where students need help. They could get a lot from you, if you worked in a climate that encouraged the application of the knowledge that courses were making available to the problems they face. They might then view "knowledge" not as abstract material, but as meaningful in terms of their own living.

They could through your help, for instance, find out what it means to be participants in a democratic society, if you would, in their fraternities and in their other campus groups, aid them in discovering the meaning of cooperation in democratic terms. It is possible to cooperate for any purpose under the heavens, and we see people in the world cooperating today for ends that we detest. But usually, we remain



satisfied on our campuses when we have created the machinery of cooperation. What we need to do is help the student intellectualize the cooperative experiences that he is having in order that he may gain insight into what it means to cooperate in terms of ends that enrich life for all individuals rather than in terms of ends that limit life for all outside of the narrow boundaries of a confining cooperative effort. If we expect our students in these difficult times to make choices that will be consistent with the forward development of democratic values we must create educative experiences in democratic living. The Dean of Men has this opportunity literally thrust upon him.

I have tried up to this point to say that the problem which the Dean of men faces is a real one, one which when viewed in its setting, is all tied up with the confusion as to purpose within higher education. We have tended to go in the direction of formalized knowledge, of information organized for the purposes of the specialist. In doing this, we have lost the liberalizing process which should characterize higher education, and we have lost the student, whom the process might affect. If we are going to be true to our culture, and function effectively within it, we have to recapture these losses. We must strive to reconstruct our activities in ways that will help the student progressively attain and achieve clarity in his values, so that progressively he may become a more intelligent participant in the democratic society. Deans of Men are educators, too, and when they touch students, it seems to me they should touch them in these terms.

Now, then, if I had to advise a young man about the kind of study that would help him to become a Dean of Men, I would have to advise him in terms of this background. The first thing I would want to say is this: I know of no set of courses that will make of you a Dean of Men. I think it is right that there should be in your proceedings a hesitancy to put the stamp of approval upon certain courses, as courses. But I think it is wrong that there should be in your thinking the conclusion, drawn from that hesitancy, that you must wait for birth to occur. I think you can advise the prospective Dean of Men in at least four directions. If so, you can then help him seek out courses and people who will be useful to him.

Obviously, the first thing that a prospective Dean of Men should tackle is the task of gaining insight into the functions and purposes of higher education. That is where he is going to operate. He should not be a stranger there. But, if he is a stranger, this will not be unusual. It just happens that over a good many years in a particular seminar I have had a number of students each quarter that I offer it who come from teaching positions in higher institutions of learning in differing parts of the country. From time to time I have asked these people to discuss the purposes of their institutions. They have rarely known them, though they only have been aware of the fact that the catalogue carried a statement of purposes. So far as they have been concerned the statement has been a kind of tinsel on the Christ-



mas tree of higher learning. It has had no bearing on what they have done as teachers.

Where are we going to go in higher education? We must know that. If we make one decision, we don't need Deans of Men. If we make another, we need them terribly. If a person plans to be a Dean of Men, he should get his feet set firmly in the bailiwick in which he is going to operate. He should seek out the purposes of higher education, and he should achieve the certainty within his own being that comes from the intellectual grasp of the issues involved. His should be a personal achievement of purpose, not an achievement in cataloguing what others have held good.

I would want him to do something else. I would want him to seek out an understanding of the problems of youth in this society. He might do this in psychology, in economics, in education, in sociology. I don't know of any insight-into-youth facts that are all wrapped up in single courses nor confined to a single area of knowledge. Nor is this important. What is important is that this young person who wants to be a Dean should understand that since he is to operate with people who come out of a culture within which there are problems of a particular character which youth must face, he faces the obligation of grasping not alone these problems, but also their causes and most hopeful solutions.

Then, I would give him a third piece of advice. I would ask him to seek out understanding of the meaning of the democratic heritage. I must advise this in terms of the purposes that I have discussed but, in any case, our prospective Dean of Men will deal with youth in a democratic culture, and he will discover that what democracy values is not entirely clear. Our heritage is not of a single piece. We have changed from a simple concept of government as a police officer, to remain aloof from daily life except as called upon, to government as having positive responsibilities, to enter life on its own initiative in the interest of all. All manner of conflicts—in the home, in political organizations, in economic life—arise as a people deal with different meanings of the concept of government. And so with other values.

What courses to go into? History would help. The social studies would generally help, if so conceived. Certain courses in education would help, if so conceived. But I am not interested in particular courses or areas of knowledge. I am interested in a motivating idea for this person who wants to be a Dean of Men. I have said three things. Uncover the purposes that have directed higher education; understand them; come to some personal conclusion. Uncover the problems which now beset youth, and understand them. Uncover the sweep of your culture, and understand its present character so you may participate intelligently in creating its future character.

There is a fourth piece of advice to be given to our prospective Dean of Men. He should associate himself with some experience that



involves young people. The apprenticeship idea is an old idea with you, as I find in your proceedings. And it is a good idea. There is no sense in trying to be a Dean of Men, if you can discover through experience with young people that you don't like them. Nor is there any point sitting back, sentimentally, thinking that you might like them, when there is a way to find out, direct experience in working with people. But our young man should do more than merely have experience. He should intellectualize it as he goes, bringing his knowledge of human relations, his knowledge of the culture, and his knowledge of higher education constantly to this task of evaluating his experience in order that he may generalize on the basis of this experience as he moves through it.

I am trying to say finally, that one can never function adequately as a Dean of Men unless he has had the prior experience of being a Dean of Men. Thank you . (Applause)

President Thompson: I think we are very fortunate in having a man to lead the discussion on this very stimulating address who has seen this organization through its entire history, Dean Scott Goodnight, of the University of Wisconsin, who was one of the men who met for the first time to consider the problems they had in common with men from other universities, problems they felt they could not master alone. He was a guiding mind in that conference, just as he was in every one down through the years since, I believe it was, 1919, and he is very active yet. I am happy to call on Dean Goodnight to lead the discussion. (Applause)

**Dean Goodnight:** It is twelve o'clock, and I am not going to occupy very much time. I have been tremendously interested in the excellent presentation of Professor Hullfish. You have listened to a very sharp and trenchant criticism of higher education.

Professor Hullfish is entirely correct in his statement of our antithesis in which we feel ourselves to be part of the mechanization program, to the concept promulgated by President Robert Hutchins of Chicago, that university education deals exclusively with the factual side of things and has nothing whatsoever to do with personality or anything of that sort. The purely intellectual aspect should prevail. That concept of narrow specialization against which Professor Hullfish spoke, is truly disliked by us. We believe, as our noblest examples in the field of Dean of Men believe, in teaching students a way of life. That is the purpose of the office function of the Dean of Men; to cultivate men as individuals and as characters, a view of life, and at those points, where life is intensified and where life is meaningful it is there that we hope to tie in with our influence and to bring students to a realization of higher goals than those of narrow specializations in a field of knowledge.

Now, as to advice to a young man who is planning to be a Dean of Men. First, I should want him to have a high degree of intelligence,



to be sure—not going back to his pre-mature period to procure it, but I should want to know that he did have a high degree of intelligence.

The element which he enumerated last, that of experience, is one which I want to put first. I want my candidate for a Deanship of Men to have been involved heavily in student activity on the campus. He must have associated freely with all elements of students on the campus, been a member of a fraternity or active in a student group in some sort of extra-curricular activities.

I should like to have my candidate for the Deanship of Men, if he hasn't had to earn his way through college to have a period of that. I hope he will go out and work in a summer hotel or resort peeling potatoes, washing dishes and waiting on tables, and take a course in Chinese or Russian after his day's work.

I want him to know what the freshman is up against. I want him to develop sympathy with what the freshman is up to.

I should like him to come up to Wisconsin for a little while and have the job of keeping the peace in three lodging houses which are kept by three hysterical battleaxes (laughter) who haven't the first idea of how to get along with the students.

If he will do that job for three months, successfully, I should say that he will have developed humility and also a degree of diplomacy which will entitle him to a degree of Dean of Men.

I want him to develop his sense of humor. Perhaps if he should come to this association and meet some of you men, that might serve that purpose. I want him to develop his idealism. There are a couple of books that we recommend to every young man that talks to me about being a Dean of Men. I want him to read them carefully. He is bound to be inspired by them. I want him to get a bit of idealism that is contained in those volumes. You may say they're over idealism, that no one wants such an angel in human form as they represent, but I would like to have every young man read them. I, myself, fall back on these books from time to time to bolster up my own waning spirits occasionally. The first one is "Dean Briggs" which is in my estimation an inspirational piece of literature, and the other one is "The Dean" which is the recent biography of Stanley Coulter which has been put out by the Purdue University. We all know the inspirational work that he has done. It is included there for the youngsters to benefit by and become inspired.

Like Professor Hullfish, I don't feel that I want to lay down any particular fields or courses that I want him to take. I want him to have the humanist point of view, broad and sympathetic. I want him to do with students as with human beings, the bright ones and the dull ones too. I appreciate that statement from John Dewey, which was incorporated in the address that we just listened to, that you rarely



find a person that is dull in all directions, which is perfectly true.

I want this young man who is going to be a Dean of Men to find out in which direction this youngster is dull and in which bright. He can do more in that way than in any other. I want this prospective Dean of Men to be a real man, sympathetic, and I want him to be diplomatic. I want him to have a sense that it pays awfully well to keep your mouth shut and be a good listener. Even a fish won't get caught if he keeps his mouth shut. (Laughter) There are times when it pays to be an awfully good listener.

I want him to be a broad, well developed, up-right gentleman. Thank you. (Applause)

President Thompson: We have a few minutes for questions, either to Dr. Hullfish or to Dean Goodnight, or do you feel, as I do, that we have been brought to heights, both by the address and by the discussion, and we probably would be better off if we, individually, meditated upon the things that have been presented to us during this last hour.

I see a youngster in the room who is a stranger to many of you. He told me in a letter not so long ago that he was a good weather Dean. I wish Dean Melcher would just rise so we can see him.

....The audience arose and applauded Dean Melcher....

Dean Melcher: I would like to look at DuShane if he is here. Ah, there he is. He was one of my oldest students at college.

Dean DuShane: That was not I—that was my father.

**President Thompson:** We shall have the pleasure of hearing Dean Melcher this evening.

....Announcements....

President Thompson: Is there anything further to bring up? If not, the session is adjourned.

....The meeting adjourned at twelve-fifteen o'clock....



## FRIDAY AFTERNOON SESSION

## **APRIL 18, 1941**

The meeting convened at two o'clock, President Thompson, presiding.

President Thompson: We are a little late in getting started. There are a number of men who didn't realize that it takes a while to eat and so we are a little late, but I think we are going to be able to carry out on time just the same.

This afternoon we are going to hear a paper or an address on a problem that is rather a new idea with us in this conference, though some of the members have already had experience in group hospitalization plans at some of the universities.

We are fortunate in having secured the time of Dr. Rorem, who is the Director of Commission on Hospital Service, of the American Hospital Association. I am not going to try to tell you what Dr. Rorem will speak to us about. I think he is capable of doing that himself. Dr. Rorem. (Applause)

Dr. C. Rufus Rorem: No one can tell when he will be sick, or what his sickness will cost him. An individual or family may budget the cost of food, clothes, shelter, or amusement, but there is no way to predict the health service necessary during a particular period; sickness might involve expenses beyond ability to pay during or following an illness.

Hospital bills are especially hard to pay. They are relatively large, being on the average of \$50 to \$60 per case, and ranging to much higher totals; they are usually accompanied by other expenditures for medical care in the home or the hospital, also by absence from gainful employment.

The individual's economic problem is reflected nationally in the organization and policies of the hospital system. The hospitals of America are not a private industry, but a community sponsored system of public service. More than 95 per cent of the \$3,000,000,000 invested in American hospitals has been provided through philanthropy or taxation, with less than 5 per cent furnished by private investors who expect interest income or a return of the original invested capital.

Neither patients nor hospitals can pay their bills without money. The uncertainty of hospital expense for the patient causes uncertain hospital income for the institution. Practically all hospitalization for long-stay illnesses such as mental disease, tuberculosis, and crippling conditions and contagious illnesses is financed by taxation. Among the 9,000,000 cases hospitalized for acute illnesses annually, from which the patients returned to gainful employment, approximately 30 per cent of the patients are treated free of charge in local, state, or federal hos-



pitals; another 20 per cent receive free or part-pay care in the wards of voluntary hospitals constructed and financed by independent non-profit associations, or religious denominations and nursing orders. These figures indicate that half the population receive public or private charity for hospitalization, whereas not more than 5 to 15 per cent of the population require public assistance for food, clothes, or shelter.

The individual cannot budget his own needs for hospitalization or medical care, but it is possible to estimate the service needed by a group of individuals. The economic uncertainty of the individual is an economic certainty for the group who may, if they wish, pay equal and regular amounts into a common fund, the total of which will suffice to provide necessary hospital and medical care at the time of sickness. This procedure of group payment, or group budgeting, is an application of the principle of insurance by which an unpredictable economic hazard to an individual is replaced by a predictable and regular expense.

Group budgeting for hospital bills is not merely an idea. It is an accomplished fact for approximately 6,500,000 subscribers in twenty-eight states and one Canadian province who are members of non-profit hospital service plans approved and sponsored by the American Hospital Association.

It is my purpose today to explain the organization and policies of the approved hospital service plans, and to comment on their significance to you as heads of families, as university officials concerned with student health, and as citizens interested in community health and welfare.

Hospital service plans are community sponsored non-profit corporations established with headquarters in sixty-seven cities of the United States. The trustees of the corporation serve without pay, as do the trustees of a hospital, university, or social agency. Employees are reimbursed on a salary basis. Plans accept regular subscription payments from employed persons ranging from 40c to \$1.00 per month per employed subscriber, and from \$1.00 to \$2.00 per month for an entire family including the employed subscriber's spouse and dependent children.

Each plan establishes contracts with a group of member-hospitals in the community, which agree to render service to paid-up subscribers under the terms of the subscription agreements. Each subscriber or dependent may receive without charge a certain number of days of hospital care, usually 21 to 30 per member-year. In addition to board and room service, the subscribers are entitled to use of the operating room, delivery room, laboratory services, and the other special services provided by the member-hospitals and available to the general public in the community. No two plans are alike in details of subscription rates or hospital benefits; all are alike in the principle of equal and regular payments made into a common fund which is used to pay the hospital bills of the subscribers.



Eligible subscribers are enrolled through their places of employment, usually in the larger firms, although some plans accept very small groups ranging from five to ten persons as well as self-employed individuals. Benefits are receivable in service, not in cash. Payments by the plan are made directly to the member-hospitals at an agreed and uniform per-diem rate, regardless of variations in the requirements of individual patients.

A subscriber may be hospitalized only if and while he is attended by a medical practitioner with privileges in the member-hospital to which he applies for care. All hospitals of standing are eligible to become member-hospitals, and usually each hospital in the community becomes a participating institution with definite privileges and responsibilities. The subscriber is free to choose any member-hospital at the time of his illness. The plan does not alter existing relationships between hospitals, patients, and attending medical staffs. The plans do not include the services of private physicians, for which the subscriber must make individual arrangements for attendance and payment.

A hospital service plan must be differentiated from two other forms of hospital care insurance which are common in the United States. The first is the Mutual Benefit Society for the employees of a single enterprise, which provides service for the members without respect to any contractual arrangements with the hospitals of the community. The second is a group insurance for hospitalization offered by commercial insurance companies, in connection with life insurance, disability allowances, and, in some instances, medical care. The insurance policies do not guarantee specific services, but reimburse the policy holder for certain expenditures for medical and hospital services enumerated in the various policies.

At the present time the faculties and employees of more than one hundred colleges and universities are participants in hospital service plans. In the autumn of 1940 the office of the Commission on Hospital Service obtained the names of eighty-nine universities and colleges whose faculties and employees were participating on the payroll deduction method. Since that time other college and university groups have been enrolled. We have no record of colleges and universities the employees of which make payments directly to the plans as individuals or through group-treasurers of their own selection.

Some of the enrolled groups of college and university employees represent several thousand participants, including dependents; very few on the contracts cover less than one hundred persons. A conservative estimate of the individuals covered would be from 12,000 to 15,000.

A number of the community sponsored hospital service plans have enrolled the students of the local colleges and universities, with payment being made to the local plan as part of the tuition procedure. The subscription rates are usually lower than are charged for employed subscribers of industrial, commercial, or educational institutions. The



reduction is made partly because of the favorable "selection" among young people, and partly because the coverage usually applies only to the academic year.

Long before the establishment of community non-profit hospital service plans, some universities had established student health systems or hospital insurance plans for the student bodies. The oldest continuously operating hospital service association for university students is that of the University of Illinois, established in 1903 and at the present time covering six or seven thousand students. Membership is voluntary, but a majority of the full-time student body has been participating each year. Recently the University of Illinois plan was expanded to include some medical service benefits, and to allow for the receipt of hospitalization in the community hospitals as well as the University hospital. The University of Illinois plan differs from the typical student health service in that it attempts to give care for acute illnesses rather than merely emergency and preventive work offered through the student health department. In a number of cases, however, universities connected with medical schools offer very comprehensive student health services for which there is a compulsory charge included in the semester or quarterly fees. Since this is a paper dealing with community sponsored non-profit hospital service plans, no attempts will be made to describe student health programs, nor to appraise them in terms of their advantages and limitations.

Non-profit hospital service plans are a form of health insurance, and their purpose is to provide a special type of social security for the employed population. They resemble the field of private insurance because the subscriptions are based upon estimates of the probable total costs for service to be provided to subscribers; but they also resemble public welfare programs because hospitalization is recognized as a community responsibility which cannot be borne effectively by the individual from his own resources, or appropriately by a private insurance carrier concerned with business efficiency rather than community health and welfare. The medical profession in some communities has established voluntary medical care insurance programs similar to and coordinated with the hospital service plans. Such combined services might ultimately reach from twenty-five to thirty millions of people on a voluntary basis. They would tend to make unnecessary a compulsory system with the disadvantages of regimentation in the important field of individual and public health.

Hospital service plans are not a panacea for all the economic and health problems of the patient, or the economic and administrative problems of the hospital. But they have demonstrated their practical usefulness to the public. They make it easier for employed persons to pay their hospital bills; they tend to stabilize the income of hospitals; they remove the economic barrier to needed hospitalization; they increase the patient's ability to pay private physicians for their services to hospital patients; they reduce the need for public or private charity



for hospitalization.

A man cannot budget an income he does not receive; consequently hospital service plans are of no direct value to the unemployed or indigent members of the population. Responsibility for care of these people rests upon the community through philanthropy or taxation. But hospital service plans demonstrate the advantages and desirability of cooperative self-help in the health field, and they exemplify the importance of the principle of insurance in removing the hazard of sickness costs. They are an important development in the life of the American people which perform a public function without public compulsion. They represent a unique combination of private leadership and social responsibility, the two essentials of a true democracy.

I thank you. (Applause)

President Thompson: Thank you Dr. Rorem.

Secretary-Treasurer Turner: Before you go any further with this discussion, it ought to be brought to light that Dr. Rorem used to be a Dean of Men at one time—in 1923 and 1924, at Earlham College. (Applause)

Voice: Should we cry because he has left us or congratulate him for getting into a different area? (Laughter)

President Thompson: We will now hear from Dean Miller. We know there are plans being worked on, and I hope we can get quite a general discussion of this problem now. Dean Miller.

Dean Miller: Dean Thompson: I feel it necessary to explain that Mr. Turner telegraphed me a few days ago and the statement in his telegram read just one sentence: "Will you accept a place on the program which requires no preparation?" I wired back, "Yes, I shall be glad to."

In a discussion of this rather technical subject of group medicine or group hospitalization I feel somewhat out of place. My position as a doctor of philosophy here recalls to me the statement that Professor Carver of Harvard, who is now out in Los Angeles, recently made about their colored maid. A lady called at the house one evening, and said she had a very sick boy and wanted to see Doctor Carver. The maid said, "Well, I don't think you want to see him." The lady said, "He is the doctor, isn't he?" The maid answered, "Yes, but he ain't the kind of doctor that does anybody any good." (Laughter) That is about my position in comparison with Dr. Rorem. He knows this subject and I know very little about it.

We do not have an adequate medical and hospitalization plan at U. C. L. A. for students, but we have this year started collecting a fee from each student for this purpose and funds are available for a hospital building on the campus which will be completed some time next year. We will then have medical care and hospitalization for our



students along the same general lines of the very complete service which is given on our Berkeley campus.

Dr. Rorem has been directing his remarks more specifically to medical care and hospitalization for the faculty group, and I believe it would be appropriate for me to comment briefly upon an organization of which I am a member. This organization, located in Los Angeles County, is called the Ross-Loos Medical Group and has, I believe, about 9,000 members. It has a large staff of excellent doctors and nurses and has been operating since 1929. The ideal of the group is "to so equitably distribute the costs of medical care that even the lowest wage earner can receive everything the present science of medicine has to offer." A substantial number of our faculty at U. C. L. A. have joined this organization along with other groups, such as city school teachers, other city employees, etc. I pay \$28.00 per year and receive complete medical care, medicine, and hospitalization for myself. My dependents receive office calls at 50c, house calls at \$1.00, minor operations, including surgery and recovery bed, \$12.50, and major operations, \$25.00. We also get the services of a dentist and an oculist at similarly low rates. A member has his choice of a large staff of doctors.

The question has been raised by folks outside of service of this kind as to whether the doctors would be as good as other doctors, whether they would be as well qualified, and whether they would lose interest because they were on a salary and treating a lot of folks. Our experience has been quite the contrary. During the past ten years, we have had very fine service. The doctors have the best training and have taken a personal interest in us.

Our doctor is Dr. Miller, and we have enjoyed him immensely. It has developed to the point where if we are sick he comes to see us, and when he is sick, we go to see him. He has been an excellent family doctor through that period, and we have complete confidence in him. And behind him is a staff of specialized experts in each field. We have access to all of them. And furthermore, back of these men you have the promise that if, in case of severe emergency, you wish it, they call in any expert from the city as consultant in the case, at your request. So, we feel that it is a very fine service, much superior to the ordinary arrangement, aside from the rates, because we have access to all these specialists.

I have made a rough estimate that it has saved me in these ten years at least \$1,200 in medical bills, and, I believe, that is a conservative estimate.

I think it will be more worthwhile now if we allow you folks to ask questions, and if some of you who have these systems in your schools can contribute your information to this subject.

Thank you. (Applause)

....Dean Miller assumed the Chair....



Chairman Miller: Are there any questions you would like to ask?

Dean Wesley P. Lloyd (Brigham Young Univ.): You speak of limited membership on the West Coast.

Chairman Miller: The Ross-Loos group is limited to the locality there.

Dr. Rorem: I am familiar with that. It works just in the Southern California area. They reach out about 75 miles, and have substations out as far as San Bernardino.

**Dean Lloyd:** Are there some associations that are national in scope?

Dr. Rorem: I don't know of any. This is a private clinic. It is run as a private venture by a partnership of physicians. The total partnership and staff includes 75 physicians and about 90,000 people are covered. They have private practice also. They have fifty physicians in Los Angeles and about twenty-five around the area.

Dean Rubottom: In Texas we have a state-wide Texas hospitalization group, and the group can perform in any city in the state, and I might drop that suggestion as one way by which some of the assistant deans might be able to get a smile from some of these battleaxes referred to by Dean Goodnight.

As an afterthought, I got to working on a group of our house mothers. We had about 300 on our approved list, and about fifteen or twenty joined at first. When the secretary of that association, who is a very powerful leader in the group, became very ill and nearly lost her life, and then saved about \$200.00 in hospital bills by having a membership in the group, the others flocked to that group, and we have a very happy situation now with our house mothers. I think one of the reasons is because we encouraged them to join that group hospitalization service.

Secretary-Treasurer Turner: I would like to raise this question: I think it affects all of us because after all, we are dealing with a special group. Your student, first of all, is away from home, and he gets in minor illness. If he was at home he would not be sent to bed at all, and yet practically every one of us is in a situation where we want to encourage the boy or girl who is a little bit ill, to get into the hospital quickly and get over it. First is getting over it, and second is avoiding the spread.

Economically that does not sound too good because when you rush kids into the hospital for minor illnesses, economically the thing becomes unsound. Will you talk to us a little while along the line of the special problem of taking care of the student? That is our special problem and our policy is taking care of the students who are a "little sick".



Dr. Rorem: The additional care that would be needed because the student would be hospitalized for trivial illnesses, would be offset by the fact that they are young and not as apt to be as sick as the ordinary population. The problem is not dissimilar to that of participation of hospital employees in group hospitalization plans. For example, in Boston there are about 4000 hospital employees enrolled. How many do you have in Cincinnati?

Mr. Fowler: Two thousand, roughly.

**Dr. Rorem:** They are a picked group because they cannot work when they are not feeling well, and they must be removed from contact with the patient when they have any minor ailment which would be overlooked in a business office or a plant.

At Pittsburgh, the student joins the local plan at one-third reduced rate at that particular place. I think it can be handled by the use of the infirmary for the minor illnesses, and have the benefits as far as cash payments, for such services beginning at the third day. For those campuses that do not have college hospitals, you have a slightly different problem. Physically, I do not think there is much of a risk. The real question is, do you have a place to put the people who ought not to be lying around the dormitories. The problem is one of management, rather than finances, and your judgment as to how to control the person would be better than mine.

Dean Ballif: We have the limited hospitalization arrangement in Salt Lake. The student pays 75c a quarter, \$2.25 a year, and they are entitled to one week hospitalization. If they have any kind of disease or trouble that requires hospitalization, any doctor may recommend and they will be given a week's hospitalization for that amount of money. In Utah at the present time, the associated teachers of the state are now starting an insurance, medical and hospitalization plan. It is now under way and has a reduced rate for the teachers.

Dr. Rorem: How do you pay the hospital?

Dean Ballif: We pay them regular rates.

Chairman Miller: Are there any other questions, or is there any other information about plans that you have?

Dean McConnell: Our plan at Illinois is strictly voluntary and I think its big weakness is that we are not able to get memberships into the hands of people who need them the most. That is, the wealthy boy who has some money usually joins, but the poor boy usually winds up without a membership. Do you have any idea of how we might get at that, other than making it compulsory?

Chairman Miller: No other idea.

Secretary-Treasurer Turner: How general is the plan of payment to the doctor as well as payment to the hospital?



Dr. Rorem: There are all sorts of plans for paying doctors. Among student bodies or faculty groups, such plans are not at all general. About the only important organization that has signed up faculty members that I know of, is the one operating in Southern California. Now, the non-profit, city-wide, doctor-sponsored plan—the medical society sponsors them—have not reached the university groups. About the only real, active plan of that type is the one operating in Detroit, which has about 37,000 people throughout Michigan, and they have not appealed particularly up until now, to any one certain class. But I think, on the other hand, the consumer groups that have been very active in conservation, not in management, the consumer cooperative groups that have been talking a great deal about establishing these plans, are mostly among the middle class. Something may come of that.

I don't expect very much from the consumer's cooperatives in the field of health service, because up until now, they have confused group buying for fungible goods with group buying in the field of health care. The idea in a cooperative for the gasoline or coal or peaches, is, if it is a producer's cooperative, to get more for your money. It is as simple as that, whereas the function of the plans in the health service is not so much to pay less, but to have the cost distributed, and the principle of distributing the cost is separate from the principle of volume, that is, of efficient group bargaining.

Some of the consumer cooperative leaders have not realized that they are dealing with something entirely different. That does not mean that the consumer's cooperative cannot be the basis for a health plan, but it has many complexities, which are primarily psychological.

The whole theory of insurance is to get at the middle class people. Members of cooperatives, whether producers or buyers, are not average people. They are close buyers. They are conscious of price and quality, and they are not average citizens who just buy here and there, and you have to allow for that in your planning. I am a little off the point, but it has some bearing.

Dean Cloyd: We have a limited sized infirmary, and we charge eight dollars a year—either four or eight. That takes care of the hospitalization as far as the infirmary is concerned, but not an operation. Assume that it costs eight dollars a year for a student body of 2,300. Can you give us any figures as to what would be the comparative cost for the plans that are in effect at any colleges for complete hospitalization for students?

**Dr. Rorem:** I would like to ask first, do you pay the college doctor with that?

Dean Cloyd: Yes.

**Dr. Rorem:** It includes medical care and then you pay the salaries of the nurses of the infirmary?



Dean Cloyd: Yes—two full-time nurses and one technician.

Dr. Rorem—Are there other facilities in that infirmary?

Dean Cloyd: We have an X-ray, but we cannot take care of operations.

Dr. Rorem: So, you would have to do other things outside.

Dean Cloyd: Yes.

Dr. Rorem: The college doctor takes care of ordinary illness?

Dean Cloyd: Yes.

Dr. Rorem: I think if you raised it to \$12.00 you could buy hospital care outside. I think you could, very nicely. Are these students only?

Dean Cloyd: Yes, 100 per cent of them.

Dr. Rorem: That makes quite a difference. If you get 100 per cent, you get the average population.

**Dean Lloyd:** One of the reasons for high cost in medical care is the very poor percentage of collections. Now in the cooperative medical plans, isn't that pretty well overcome, so you might actually get more for your money?

Dr. Rorem: I think so. When you say the high cost, you do not mean the high total cost.

Dean Lloyd: I am wondering if the two ideas do not relate themselves at that point.

Dr. Rorem: Very definitely. You reduce the risk to the practitioner, because he is sure of a regular payment; and you reduce the risk to the subscriber because his yearly dues would pay his fees. You take two thousand people who buy medical care day in and day out. If they are average people, they will pay about \$60,000. Now, they would not get it for much less if they go into a group basis, but they will get more care.

Chairman Miller: In that connection, I mentioned that fact, that out of our service there, I have had the great satisfaction of raising a family, and of being free to get all the medical service in quantity that the doctor referred to. We have been able to budget our medical expense in the family of five, for \$5.00 a month in the last ten years, and stay well within it. That is quite a satisfaction to do that, and still get all the medical care you want. I am thoroughly sold on it.

On this other question that was raised here, I would like to get a little more exact information on that. Perhaps some of you may have the complete medical and hospitalization plan. I suppose it makes a difference as to how many students you have to begin with. Obviously,



that would be connected with it. It would be the cost per student for the nine months of complete hospitalization and medical care if it is set up on a complete basis. How much per semester or year would have to be charged to cover that? Is that the figure you referred to—\$12.00 a year? I am under the impression that it does not cost that much.

Dr. Rorem: About ten years ago we made a detailed study of Yale, Minnesota, Berkeley, and two others, and the student does not pay it all. The general budget of the university pays a part of that because it is tied up with the general prevention or student health program, and it is also tied up, within certain limits, with the activities of the medical school, so that there are hidden costs that would have to be recognized if a college undertook this, and if it was not connected with a hospital or medical school.

That is the reason why the University of Chicago can give everything for one dollar a month. That covers about half the cost on the theory that most of those people would be served free anyway.

Then another factor on this that I might mention, is that you people immediately plunged into the whole field of the economics of health service, of which the insurance method of purchasing hospital care is one phase.

A lot of people have asked me how the doctors feel about working on salary, and I have asked lots of doctors that question—probably several hundred—and their reply is always the same. They will say, "Well, what salary did you have in mind?" It is always the first question, and if I suggest about \$175.00 a month, after they have been working four or five years, they say no. And if I say that internes with a year's service ought to start with \$50.00 a month and make ten or twelve thousand dollars after four year's time, they say it is all right.

Dean M. L. Fisher (Purdue Univ.): This may be of interest to some of you. We have our insurance for the staff which has just gone into action in the last year. We were not able to work it out very well. The process approximately costs \$12.00 a year for individuals; family care is somewhat larger. Our student proposition is more interesting to me—what is being done for students. Our students all pay a fee per semester—\$5.00 a semester. That is all they are required to pay, except graduate students. They may or may not. That fee entitles the student to all the service that he needs or can have on the campus.

We have a staff of three men and one woman doctor on the campus, and two nurses. The School of Pharmacy—we happen to have one—will fill prescriptions. The student health doctor writes the prescriptions and the pharmacy will fill them. That is all free on the campus. Now, the student who is to be hospitalized will receive \$20.00 worth of service in the hospital. If he has an outside doctor, he pays his own doctor. We have no infirmary, no hospital, and we have to send to the



two local hospitals. The student may have his choice of hospital and choice of any doctor in town if he wishes to. He must pay his doctor if he has his choice. In the cases where the student is penniless, the student health doctor will take care of him in the hospital.

We have sent a large number of students to the hospital in the last several years, especially when they have had German measles. We had an epidemic a few years ago, and the hospitals were about filled. We sent some of them home where it was possible for them to travel. The matter apparently has worked out very well and there has been a great increase in the number of students who have gone to the hospital in the last ten years. Previous to that time there was not a great interest in going to the hospital. A great many people feel that going to the hospital is a first stage of a trip to the cemetery. They do not want to go. But in recent years, the idea of going to the hospital has taken very well, and our students go without very much argument.

Dean Julian: We have had a health service for six years now, and it seems to be going along well. The student pays four dollars a semester for which he is entitled to three home calls each semester and treatment of all ambulatory cases. He is entitled to ten days hospitalization each semester, and no matter how long he stays in the hospital over ten days, the charge is not more than \$3.00 a day. It seems to be working out very well. Maybe the good health of the student is the reason it is getting by. We have no difficuly in getting by on four dollars a semester and eight dollars a year.

Secretary-Treasurer Turner: Let me speak again on this much prized plan of ours. Our plan has been in operation for many years. The advantage of it is that at a charge of three or five dollars—the student's choice—a semester, he can have hospital care and free doctor care, unless he has some surgery mixed up with it.

Now, what are the advantages? First of all, we get this matter of minor illness. We get the student to go to the hospital and get back in service as soon as possible. One other advantage is that over a period of years our organization has made a little money. We do not intend it to be a money-maker, but from time to time we bought a \$7,500 X-ray, and we bought, or rather we put some money into our hospital, and we are going to spend some money on electro-cardiograph equipment, and so on. Those are some of the advantages.

Now, here are some of the disadvantages on a set-up like that. You are dealing with undergraduate students and they will stick you if they can. Johnny Jones has an examination tomorrow morning, and he is not prepared. He calls the doctor and he says, "I have a terrific headache and bellyache." The doctor takes his temperature but cannot say, "You have not got anything wrong with you," and the result is that he does go to the hospital. He stays for 24 hours, does not pay a dime, because the association pays his bill, pays \$2.00 for the visit from the doctor, and then the boy is discharged.



In a plan of this kind, you are going to have people who are going to abuse it. We take care of the kids twelve months of the year, not nine. Our plan is much expanded and we are proud of it. But, it is not a bed of roses. You will have some nice little questions about whether somebody is not chiseling on you from time to time. I do not know if there is any answer to it at all. That is the human nature that comes into it.

Dean Rubottom: May I ask you two questions, Dean Turner? What percentage of your students pay this optional fee, and also the cost of the indigent or the careless who claim to be indigent later? Do you not have to take care of them when the crises really arrive and pay for them?

Secretary-Treasurer Turner: I think the answer to the first question is fifty per cent, and the second one is yes.

Chairman Miller: That is efficiency. Dean Thompson suggested that they have a good plan at Wisconsin. Dean Goodnight, perhaps you could tell these folks what the plan is there.

Dean Goodnight: The student health service began 25 years ago with the building of the big state hospital on the campus. It developed considerably. There is now a large wing of the hospital proper that is devoted to the student clinic and student infirmary. They keep a staff of seven doctors, and I don't know how many nurses. It is compulsory for each student to pay four dollars a semester or eight dollars a year, as part of his registration fees. It is a painless extraction, and for that money he is entitled to medical care any time or any place. They will visit him, they will send doctors out to a patient, or he can go to the clinic if he is able to go. They will take him to the infirmary and treat him for a certain length of time. There is a certain limitation. I don't know how far it goes. They also do not undertake specialist's treatment—oculists, dentists, surgeons, or major operations. That has to be paid for over and above the regular outside health service.

I am sorry to say that I can't give you much information about the insurance plans and hospitalization plan. As it happens, I am on the Board of Directors of the Wisconsin Life Insurance Company, and my own needs are taken care of in that Company, and I haven't paid much attention to what goes on. I do know that a committee was appointed and made a study of the plans and they made a report to the faculty, which I didn't listen to. They reported on what the big insurance companies would be willing to do and what smaller hospitalization groups can do, and they have adopted a plan. Just what it is I don't know, but after the payment of a certain small fee, the individual is entitled to coverage of himself and his family, so far as I know. I am sorry I didn't get the details of it, and I am not familiar with it.

Dean Darwin A. Hindman (University of Missouri): I am impressed by the limitations that seem to be placed on most of the plans. At Missouri we have one that doesn't have much limitation. Our plan



includes all the students. The student pays no fee which he can identify as such. The cost of the plan is included in the general fee he pays. The student is entitled to service at any time in the university hospital.

The physician will not make calls at home, but they operate an ambulance service. There is no limit whatever, except the limit of handling ability of the hospital. They perform a great many operations. There is no time limit either. One student was in the hospital eighteen months. We don't have any two weeks limit or anything. How much it costs, I don't know. It seems to be a much more comprehensive plan than any I know of.

Chairman Miller: Where was that located?

Dean Hindman: At the University of Missouri.

Chairman Miller: Are there any other questions or contributions to this?

Scoretary-Treasurer Turner: I would like to ask Dr. Rorem another question. What is the future of this whole thing? Is there any state that has a whole state set-up like that?

Dr. Rorem: There are quite a few states that have state hospitalization plans only—Massachusetts, Minnesota, Michigan, Iowa, Wisconsin, Missouri.

Secretary-Treasurer Turner: So you don't have to join the group hospitalization service if you want to get in on that? Are you in the group hospital faculty service?

Dr. Rorem: Those that choose to do so, are. I think it would be only accidental, but if the student bodies throughout the country run very far ahead of the general public in the use of health insurance, I think it will be influenced pretty much by the interest of administrations of the schools. The students are there; they can't get away. They have to pay if you require it, and the compulsory expense, when the fee is not identifiable as such, is very simple to administer. I think it becomes a matter of policy as to what the university authorities feel is the fair thing to do.

The problem of complete medical care in the larger metropolitan centers comes up, because in the smaller cities you don't have such a large number of physicians to be concerned with, and the leaders in the community would be willing to go along with the plan. But I think that one of the biggest things in the form of health service for communities right now, is the draft. Every one of these young people who goes to the military centers, is going to be received for twelve months, and will get complete, free medical service and hospitalization. It will have an influence on such care when they return to college, and it will have a definite influence on their attitude toward medical service as a public service when they return to civil life generally. So, there are



forces in the direction of public health service. Where it will end, I don't know.

Chairman Miller: I think the time has about come for the closing of this part of the discussion. I am going to say one last word myself here. From time to time, some of our senior members and successful deans like Dean Goodnight and Dean Coulter gave us the advice that a dean needs to keep a sense of humor. I think it is excellent advice, so I am going to end my part of this by telling you a story which applies to this particular subject.

You have had the experience of helping collect bills from students and having folks in the community appeal to you to get the boys to pay their bills. It is a dean's common experience that I have had many times, so this story amused me considerably. Many of you have heard it. This boy was called in by the dean. The dean had had a letter from the doctor in the neighborhood and the boy owed quite a large bill which was delinquent-long overdue. The dean called the boy in and asked him to make some proper arrangements, which I think is the typical attitude that we take. So, the boy went out to do that. The dean met the doctor a short time later and asked him if the boy had made proper arrangements with him about the bill, and the doctor said, "Yes, I had a letter from him. I will show it to you." The letter ran somewhat like this: "Dear Dr. Smith: I understand that you have reported me to the dean because I haven't paid my doctor bill. I want you to know certain things. In the first place, you are not the only person to whom I owe money. In fact, there are twelve others. I do have a plan for paying these bills. I take these names of my creditors and I put them in a hat at the beginning of each month and I shake them up and draw out and pay that bill. I can't help it that your name hasn't come out of the hat yet. Furthermore, if you report me to the dean after this, I will not even put your name in the hat." (Laughter)

I want to thank Dr. Rorem for the information he has given us and which I have appreciated very much. (Applause)

....President Thompson assumed the Chair....

President Thompson: I want also to thank Dr. Rorem for coming and leading us in the discussion that has injected a new thought into our work in student health, and I also want to thank Dean Miller for taking care of the discussion.

Dean Rubottom: Would I be too bold in suggesting that we adjourn for five or six minutes to try to get acquainted with our speakers and try to get acquainted with each other?

President Thompson: All right. We will take a seven minutes recess.

....Recess....



President Thompson: The meeting will please come to order. Our speaker came on time though he has traveled quite a distance since noon to be here, and for a while we were wondering whether the airplane would bring him here on time. Without taking any time in introducing our next speaker, who will speak on "Institutional Housing Policies," I will call on Mr. Stewart, Controller of Purdue University. Mr. Stewart. (Applause)

Mr. R. B. Stewart: I approach this discussion of institutional housing policies with temerity. In the first place, you represent such a wide variety of institutions with such diverse aims and purposes that it may be somewhat difficult for one of my experience to discuss the housing problem as it confronts each of you. Furthermore, the experience of your group in dealing with generations of students makes me seem a novice in the field. However, my interest in this matter should not be surprising since I have worked in educational enterprises most of my life. I recall my first meeting with this Association some twenty years ago, at Lexington, Kentucky, where for the first time in history, students and deans of men met together in convention. I was then a junior student at the University of Wisconsin and regarded Scott Goodnight as the assistant on the right side of the Almighty and seer of all that was good in student life.

Stanley Coulter was just past his prime and the late Tommy Arkle Clark was the shining light of wisdom and the author of much ado about the passing of the chaperon. Most state universities and many of the smaller private schools were concerned very little with extra curricular student activities and in particular with the housing of students in the manner best suited for personal development. A World War had been fought, the American people had voted for prohibition, and aside from the task of teaching American women to emulate many of the European habits, our college days of that era were concerned with the importance of making student movies and with the exercises of complete freedom in the democracy for which we had valiantly fought to save the world.

Much water has gone over the dam or under the bridge since those days, though I have remained a college officer since the day of my graduation in 1923. During the decade of the tremendous twenties, universities witnessed a phenomenal growth in enrollment and the development of extravagant construction programs, financed in the most weird fashion on the part of fraternities and other organized student groups.

While this decade of progress before the depression witnessed the development of ventures which since have caused no end of shame to the institutions permitting them, nonetheless, it was characteristic of the time for the University administration to take the attitude that such developments were private matters and of no public concern. We were busy building bigger and better "butter-and-egg men" with the sweet



assurance of continued prosperity and greater productivity with less effort and dwindling responsibility. Came the depression and the devastating collapse of all real estate values. This disaster, fortunately for many university administrators who had failed to guide student groups, was not confined to college and university centers. The collapse did throw large numbers of bondholders and the officers of many groups into college administrative offices seeking guidance and help in quite generally fatal circumstances.

Following the economic collapse, there dawned in America an era of new student subsidies in addition to the absence of tuition charges or the remission of fees. During the past decade, it may surprise you to know that publicly supported universities and colleges in America have launched such a gigantic program of construction for student housing as to constitute one of the major developments in American educational history. I am now making a study of the indebtedness of our institutions of higher learning and have been interested to learn that public institutions which hitherto had been concerned little or not at all with the housing or feeding of students have now borrowed in excess of \$150,000,000 of funds to match other funds provided for the institutions by the Federal Government or others for the erection of student housing facilities. I am not particularly alarmed about the vast sum invested in such structures for the benefit of American youth, or about the millions upon millions of debt carried by the educational institutions for this purpose. What does concern me is the matter of using these great facilities for the upbuilding of standards for the better life of our college men and women and through them of future America. What policies are now to be adopted by administrators everywhere, by Deans and Advisers of Men in particular, which will translate these tremendous investments, these superior facilities, into educational enterprises of powerful influence for the highest personal development? I believe we have here a real responsibility to the nation which we serve and to those who constitute its future welfare! We must frame such policies of administration and operation as will definitely, and favorably affect the future life of our whole people. No successful administration can maintain an attitude of Laissez Faire in this situation, and I think it is a fair question to ask each of you whether or not your institution has definitely in its administrative mind an educational purpose and the method of its accomplishment within its particular student housing program.

Have you provided mere shelter and food at a price? Or have you set standards of physical environment suitable to the several economic or social levels of your student population?

Have you created such an atmosphere of respect and pride in surroundings as to foster genuinely stable standards of conduct?

Have you a program which motivates scholarship, harmonious group life, and adequate personal development through wholesome extracurricular activity?



Have you fostered responsible citizenship by developing a respect for personal obligations, financial or otherwise, a realization that every civil and social advantage has a cost which must be met, a recognition that every civil and moral right implies an equally important duty, and a willingness generously to contribute one's share of effort and sacrifice for the good of all?

Finally, is your housing policy planned to encompass the interests and needs of your entire student body?

I do not wish to question the program which any of your institutions may have developed consciously to meet the definite needs and purposes of its particular region or student body. I do believe, however, that any progressive institution should have attempted to provide some answer to such questions as these. To this end, our efforts at Purdue University may be of interest and may provide a basis for later discussion since questions of this nature have been very much in our minds for several years.

Our approach to the student housing program began in 1927, when we received funds and borrowed money for the erection of our first Residence Hall for men. At that time, our Trustees eliminated from Purdue terminology the use of the word "dormitory", and since that date we refer to our housing units as "residence halls," intending to convey the fact that our units are something more than places to sleep and for one's being.

Perhaps our approach to the choice of physical plant has been different than in many institutions. While we were limited in our projects, of course, by the total sum of money available in each case, yet we proceeded first to establish the charges which should be made for services.

We recognized an obligation in this respect to the organized groups which had invested large sums of personal and borrowed funds in fraternity and sorority houses. We also recognized a certain obligation to protect citizens in the University community who, through the years, have also provided living accommodations for our students. Were the University to produce structures solely on a basis of low cost and subsidized operation, it is obvious that the capital structure of our whole community may have been seriously impaired.

A survey of going prices for the best types of living accommodations disclosed the rate of \$45.00 per month for nine months per year as a satisfactory level for facilities considered adequate by the University. Based upon budgeted operating expenses, our first Hall was designed of fireproof construction equipped with specially designed and carefully built furnishings for the maximum cost which such a rate would safely support.

We thus grappled definitely with the problem of improving the standards in the fraternity and sorority houses on the campus as well



as causing the private rates to be adjusted in line with the relative standard set by the University. With the passage of the years and enlarging of our Residence Hall program to include units for 1100 men and 400 women, the University has sought constantly to improve the physical structure, the sanitary conditions and the quality and harmony of the furnishings to the end that students might be provided with going examples of the best to be obtained in living accommodations and conditions at a going price. We are now sound-treating kitchens to improve the atmosphere of the Halls and avoid institutionalism.

The excellence of these facilities and the quality and harmony of the furnishings have been strong motivating factors in developing a sense of pride in individual conduct as well as a sense of individual responsibility for care of public property. We have motivated our students in this manner by creating an environment in which it is considered by the group as the natural thing to be decent, courteous, and considerate individuals.

This condition has resulted in a perfectly cold-blooded competitive challenge to the organized groups on our campus to equal our standard of life and conduct. The University Residence Hall standard has been translated into other groups by the sheer commingling of the students on the campus and by their participation in activities of one sort or another. Our fraternities and sororities recruit their membership largely from the residence hall population who are very apt to resent any degrading practices and disappointing relationships which have been known in many such student groups throughout the country.

We have had men return to live in our halls after fraternity experience because of the low personal standards which they found in their group after the glamour of initiation had been dissipated. It was unnecessary for very many such cases to occur before the organized groups became consciously aware of the competitive nature of their efforts and consequently their standards are consistently improving.

No amount of policing will make a group of young men acquire habits of fine living, but if our young men can be motivated into a desire to elevate the standards of their own life, much can be accomplished for the good of the individual. Therefore, by creating an environment of which the student is proud, and by setting forth a program of worthwhile activity and practice for the development of fine personalities, we believe we have enhanced the value of our housing program, augmenting the instructional work of the University in untold measure. We have adopted the practice of employing younger men from our faculty, assistants, fellows, or instructors, as well as one or two older men, to live in the Halls as Faculty Sponsors or Counsellors.

These individuals have no responsibility other than to live with the students as examples of proper attitudes and practices and to counsel with those students who seek advice, scholastically or otherwise. These men on the staff have no administrative responsibility except in ex-



treme cases where they may prevent any so-called "roughhouse" or similar action. These men are not disciplinarians, spies, or reporters for the University administration. We believe they carry the confidence of the students in an intimate and valuable way and, without the thought of policing, provide an environment in which the normal thing is decent, wholesome conduct.

Our larger units are organized to take their respective parts as such in the undergraduate life of the student body. Our leaders are among the outstanding students of the University and the force of such on the life of the student body far greater than the proportionate number of students would imply.

Our students are taught to be good citizens by respecting the property with which they are entrusted and when any of their equipment or buildings are damaged by their own carelessness or neglect, they know the University will levy such tax upon the individual as will maintain the property of the public in the standard at which the community is entitled. Our men and women have become equally jealous of the care and condition of their furnishings and their buildings as though such items were their personal property. It seems to me necessary that future generations must be taught this fundamental respect for property which is so linked with personal rights as to constitute a basic responsibility for good citizenship. If our population at large could understand the fact that we, the people, must pay the cost for extravagance and waste and improper usage of public property. I am sure our community would become more beautiful and public property be better maintained, and less mutilated, than is common practice of the current day.

The University requires its students to pay their bills. This is an essential part of the training for good citizenship and I know you wonder why this matter is injected into a discussion of housing policies. My answer is simple. When the University began collecting bills for board and room from those who resided in its own Residence Halls, it soon became evident that to the extent of being able to force payment, the University residents were at an immediate advantage over those of the organized groups or private citizens. Without any risks of particular bad debts, the University, of course, could provide its residents with more for the going rate than could the other groups or citizens

As a result, this inequality in the competitive relationship resulted in the University's taking action to withhold University credit for course material in the case of any student who fails to pay his just debts in the community. The University recognized certain hazards of such a policy but entered into it with a Dean of Men who has willingly acted as Judge and arbiter of such cases without disappointment since the rule was adopted now many years ago. Payment of just debts is as much a requirement for a Purdue degree as are a moral character and a stated minimum of intellectual achievement.



There are today hundreds of American college students being ruined by the indifference of University administrators to the evil of student bad debts. I know one great university campus where most of the fraternities have gradually gone bankrupt, partially at least, because of the inability of these students to force fulfillment of chapter obligations ignored without conscience by generation after generation. I repeat—the University owes an obligation to the society from which it gains support to train its students and future graduates in the practice of fulfilling obligations, financial as well as otherwise. This is part of our task in building good citizenship for the future. To the extent that we are a part of any system of student management which develops evasion of civil or moral responsibilities, we are to be condemned for weakening the social and civil structure of the nation.

The application of fundamental principles of management to soundly financed housing projects, coupled with the willingness of the University to cooperate in extending the same rules and assistance to students elsewhere, has brought to our campus one of the most wholesome student relationships which I believe may be found. Fraternities, sororities, cooperative houses, residence halls, and University administrative officers work together on programs aimed to motivate and competitively stimulate the best interests of all concerned.

What I have been saying may seem to apply more generally to what we consider our major top priced Residence Hall units. We are equally interested in the welfare of the student with little cash but adequate ambition and intellect. On this level, we have joined forces with the so-called cooperative groups by organizing a special student housing corporation designed and chartered to acquire low-cost housing facilities which may be made available to students in such a way as to permit the student to combine his personal labor with his cash in order that his living conditions may be improved and improving. I consider our set-up in this field one of the most interesting projects which we have started during later years. The project so far has been held to a small scale and has been treated somewhat in the nature of a "pilot plant." We have carried the development to a point where we now have some expectation and hope of housing students in low-cost cooperative groups at a total per capita investment of from \$300.00 to \$400.00 or less.

Our cooperative house owning program developed from the request of students for aid in securing suitable living quarters for as low as \$20.00 per person per month which, in Lafayette, is a low price indeed. We found these students able to pay approximately \$5.00 per month, or \$50.00 per year, for rent and here again we made plans for the maximum quality of facilities which would be provided for this sum. Projects are in operation at an average per capita cost of \$400.00, supported by the \$5.00 per month rate, and providing comfortable, sanitary, and wholesome conditions which, through the students' own efforts, are improving from year to year. You may be interested in



a recent report submitted to our Trustees about the operation of this project.

"The Purdue Student Housing Corporation is a non-profit corporation organized under the laws of the State of Indiana, Chapter 157, Acts of the General Assembly, 1935, and is composed of three ex officio members (the Dean of Men, the Dean of Women, and the Controller of Purdue University) and an indefinite number of other members designated by alphabetical classes and being the occupants of houses provided for members by the Corporation.

### Plan of Purchased Contracts & Properties Owned

"The Corporation was chartered on August 20, 1938, and has been operating since that time as follows:

- 1. On September 1, 1938, the Corporation entered into a contract with the Purdue Research Foundation for the purchase of property for the principal consideration of \$9500. The Corporation agreed to keep this property occupied by not less than twenty-five members who were students of the University and from whom membership fees would be collected in the amount of \$5.00 per month for ten months of each school year, plus the additional right to require four hours of work weekly from each member during thirty weeks of the school year. The work done by the members was to be performed under the supervision of University or Research Foundation personnel for the purpose of maintaining, improving, or enlarging the property of the Corporation. The cash payments which the Corporation received as membership fees from the occupants of the premises were to be and are applied in the following order, to wit:
  - 1. To the payment of any taxes or public liens upon the premises.
  - 2. To the payment of insurance premiums to insure replacement in case the property should be destroyed.
  - 3. To the payment of necessary repairs as determined by the Purdue Research Foundation.
  - 4. To the payment of interest at 5 per cent per annum on any unpaid principal balance.
  - 5. Any residuary sums to be used for such further improvements as might be agreed between the vendor and vendee, or to be applied upon the unpaid principal of the purchase price.
- 2. In September, 1938, the Corporation entered into a second contract to purchase another property from the Ross-Ade Foundation under terms identical with the contract above-mentioned except that the premises were to be occupied by not less than twenty women students, the principal sum of the purchase price was \$10,000, and the



number of hours of work required from members was three hours per week for thirty weeks per year.

3. On October 1, 1939, the Corporation entered into a third contract to purchase slightly less than four acres immediately west of the city, from the Purdue Research Foundation for a principal sum of \$6,150 and otherwise under the same terms and conditions as the first property described above. On June 25, 1940, the Corporation entered into an amended contract with the Purdue Research Foundation providing for naming the residence and for increasing the capital investment to the sum of \$11,000. The house was originally to be occupied by not less than seventeen members, but the terms of the amended contract increased this to twenty-five occupants due to the enlargement of the house through the use of the proceeds of a trust fund.

# Result of Operations—Accomplishments

"The three properties above-mentioned have been operated since the date of the respective purchases as cooperative houses wherein the students perform their own work assisted only by a house mother who supervises the commissary and does the heavy cooking in each case. The members living in each house have worked as many hours as the respective vendor or the University has required for making repairs and improvements. The average monthly cost of all living expenses within the houses has ranged from \$15.00 to \$17.00 per month for each occupant, which, added to the membership fee of \$5.00 per month (rent), makes the total cost per capita for living accommodations \$20.00 or \$22.00 per month. The following results have been accomplished to date since each contract was entered into, namely:

"1. The 1st house has been occupied by 27 men since acquisition and has been completely rewired to comply with all the electrical codes, the entire inside has been cleaned and painted, some carpentry work has been done on the outside of the house to remove a sleeping porch from the front, the main floor hardwood flooring has been repaired and new wood put in place, the shower room in the basement has been rebuilt, a recreation room has been provided in the basement, the dining room has been completely re-equipped with new factory-made furniture, a large electric ice box has been jurnished for the kitchen, the bathrooms have been remodeled to provide a toilet room and separate lavatory fixtures in each sufficient to meet the sanitary standards of Cary Hall.

All labor has been performed by the students except for the plumbing in connection with the remodeling of the toilets and lavatories in this house. The cost of all materials needed for the above projects as well as a \$500.00 reduction of the principal (reducing it to \$9000) has been paid by the Corporation from its membership fees. Annual interest has been paid at 5 per cent. Nothing was paid toward the reduction of the principal during the second year



of operation but the current school year (the third year of operation) should provide funds for a further reduction in the principal debt.

"2. The 2nd property has been occupied by twenty-one or twenty-two women since acquisition and the exterior of the house has been painted and repaired entirely with student labor, materials having been furnished by the Corporation. The hot water system was purchased by the Corporation and installed at Corporation expense by University Physical Plant workmen. The interior has been cleaned, partially repainted and repapered. The dining room has been equipped with factory-made tables. Annual interest has been paid on the principal at the rate of 5 per cent, and taxes on this property have been paid since acquisition, but no reduction has been made on the principal cost. The house needs a new fire escape and improved exit from the attic (used as a dormitory) and this work is being carried out at the present time. Additional toilet and bath facilities are required and will be furnished as soon as funds are available.

"The corporation has just taken action to accept the offer of the Trustees of Purdue University to utilize \$7000 of another trust fund toward the cost of the house, which fund will not bear interest. The Corporation expects to reduce the principal debt by not less than \$350.00 per year hereafter, this being the amount of interest saved by the investment of the fund. In regard to labor expended on this house, it should be noted that the young women living in the house have performed services for the men living in the other houses of the corporation as an exchange for labor performed.

"3. The original 3rd purchase has been completely remodeled, the capacity of the house has been increased to care for twenty-eight men during the current year, the bathroom facilities have been increased to equal the sanitary standards of Cary Hall, the furnace has been rebuilt and a stoker installed, and a large electric ice box has been purchased. The exterior of the house has been completely repainted and a new roof installed in connection with the remodeling and enlarging."

Plans are now being formulated for low-cost dwelling construction to be carried on by the students during the summer season in order that structures suitable for families when no longer occupied by students may be built at a per capita cost of about \$200.00 This project is being developed in connection with our Schools of Engineering and Home Economics, in conjunction with our research in low-cost housing. We hope this will be a testing ground for the development of such a type of housing for the American worker as will provide the most modern, sanitary dwellings at a cost which even the poorest of our earnest citizens can afford; provided, of course, the honest sweat, glorified by Long ellow, is commingled with the purchasing power that may be left in the American dollar.



We are attempting to carry a housing program into the lives of students in many ways and particularly by offering to the whole student body, including organized groups, the benefit of many of the rules which the University applies in its halls. I told you we employ faculty sponsors in the University halls who are provided with board and room and, in some places, additional compensation, all of which is supported by the charge made to students living in the halls and receiving the benefit therein. In addition, however, the University provides for the remission of certain fees if these staff members take academic work in University classes to equalize the opportunity for others. To have the benefit of sponsors, the University is offering to waive the fees similarly for any sponsor living in a fraternity, sorority, or other organized house, if the group furnishes board and room as do the University residences. This is done to encourage such groups to secure the best adult leadership as an example for them to follow during the important process of developing good citizens. While very few of our groups have endeavored to avail themselves of this cooperation, it is my belief that adult sponsorship will increase in the competitive years ahead.

We are projecting the housing program in other directions as Thus we operate schools during the summer to train house mothers for more effective functioning when and if they find employment The training period gives them intimate with organized groups. contact with the plans and standards of the University which should be beneficial in their later activities. We also operate a summer school for fraternity officers, conducted in our Men's Residence Halls so that the fraternity men can see and use and work with the facilities they will sooner or later secure for themselves in their own houses. We plan to enlarge the scope of this training service next fall, when a school for cooks is planned, to aid in improving the 100d service for students throughout the community. Whenever private groups seek our advice and assistance in helping with their maintenance or buying problems, the University is very happy to render aid. Thus, while providing, through competitive standards, a strong motivating force, we hope we are at the same time cooperating to aid and enhance the welfare of all students, wherever housed, in the University.

I have outlined the details of our University projects at the top and bottom economic levels. The entire intermediate range of desire and capacity is cared for by the private organized groups which are motivated by competition in a desire to be worthy of the best the University experience affords. It so behooves us as deans and advisers of men to keep well in mind that our housing policy thus extends to all students to each of whom we should apply all rules and proven practices for constructive living which the University applies within its own units. It is our responsibility not only to help our young men make the most of themselves, but also our duty to motivate them in the practice and habit of wholesome, construct-



ive community life.

This is my report of how one University is attempting to answer the problem of setting standards of excellence at given levels of economic ability, of improving the standard of conduct and the quality of life among its student body, of motivating pride in achievement, and of developing the responsibility of good citizenship among its future alumni. The college officer of the future must continually exercise greater ingenuity in developing those qualities which we cherish and require to sustain the American way of life.

The young men and women in our colleges today are the equal in ability, willingness, integrity, loyalty and worthiness of any group of students at any time. They are living, however, in a confused world whose values are changing so rapidly as to cause widespread bewilderment. In such a time, youth requires the example of faith and confidence from its elders. As never before, it is necessary for all university and college leaders, by the power of example and keenness of wit, to convince our young people that our way of progress is worth while, that there are values in the good life, and that helpful, intelligent citizenship is a worthy achievement of educated men. In producing this result, not the least important part of a college or university is an enlightened student housing policy. (Applause)

**President Thompson:** Thank you very much. I will call upon Dean Newman of the University of Alabama to lead the discussion.

Secretary-Treasurer Turner: I would just like to say to the group that in getting Stewart here and Dr. Rorem and Gordon Hullfish and Storey who were here yesterday, your Executive Committee offered them such advantages as no honorarium, the chance to pay their own expenses here, and the chance to spend their time and efforts. That is the remuneration they get for doing this work for us. (Applause)

Voice: Is that cooperative buying? (Laughter)

Dean Newman: Your subject is certainly a specialized one and you have developed it very effectively, and with an understanding of which all of us are interested. I told Dean Corbett a few minutes ago, that I wanted to have understanding too, and I believe that I understand that this crowd would like to ask you questions instead of hearing me pass any comments on what you said. I think we had better have the questions first since there are only a few minutes left in the session this afternoon, unless he has answered them all.

Dean Miller: I am exceedingly interested in the paper because I am serving on a committee to study this cooperative housing. We have two units developed by the students themselves without university supervision, and the question we are studying is whether we can develop a better program. Do you have this corporation that is entirely distinct from the University's, that is not a part of the University at all,



but your own money from the University endowment fund that you use to buy the house?

Mr. Stewart: No. The trust is for a specific purpose. You are using endowment funds in the sense of an investable fund—any funds that the University has. The California students have been bombarding me with letters all fall and I have refused to give them data until I have time to organize it and get it out in proper fashion. This is a thing that our own papers have criticized us for not putting into the press. I am sick of cure-alls that come into the press. Somebody does something and it is all over the paper. These things don't develop that way, and there is no one answer for student life or our life as a whole.

The problem the students have is their rapid turnover, and because of that turnover—finding boys and girls as they are—they cannot generate investors confidence over a period of years. We have placed that long-time responsibility through the medium of a corporation. We didn't need a special New Deal to make it possible. We are organized under a statute of 1925, and the students are members. Aside from the three ex officio members on the Board, the Dean of Men, the Dean of Women, and the Controller, the other members of the Board are all students, and our influence is only to influence and not legal power. They have their own secretary and their own president and their own treasurer. We audit the books and give them advice on how to keep their books, because as any other student organization, the student secretary keeping the records of minutes, brings them in and I edit them and keep that record in my office, because they have to file annual reports to the state and federal government.

Otherwise, the thing is entirely run by students, but they couldn't do it without some adult stability, that is the point. It is this confidence in going ahead, in doing something for tomorrow, that the youngsters need our older example. Instead of fussing so much about it, we should go along with them and they will give us what we ask.

Dean Miller: They are tax free?

Mr. Stewart: Yes. We require them to pay their bills in the university. We see that their fraternity bills are all paid. We even require our staff members to pay their bills.

Dean Miller: Is there a resident supervisor in each resident house?

Mr. Stewart: Generally a mother of one of the boys or girls acts in that capacity, although not in every case. I think that was the original case. She gets her board and room and from \$20.00 to \$25.00 according to the size of the house. That is a month.

Dean Somerville: Say it is half paid for when the group in control at that time decide that they are going to sell the property. If they do, what becomes of the money?



Mr. Stewart: We cover that because when the corporation buys the property, they buy it. The first thing is that the purpose of the charter that is given by the state is to provide housing at low cost for students of the University, and in the case you mention, the property shall revert to the University. You see, the corporation membership law prevents a charter being issued which permits any possibility of private gain, so it is chartered and the whole thing reverts back. If we consented to the payments, all right, but in the contract there is the provision that they will keep so many people in the house and they will pay so much and work so many hours. Now, there is nothing in the law about them getting people in who are millionaires if they want to, but they may not sell the property. As far as our policy would be concerned, I would say that if they got a house half paid for and somebody wanted to buy it from them and they wanted to sell it, they would give them the title and let them sell it if they wanted to.

Dean Somerville: You should make a third point there providing for an endowment.

Mr. Stewart: Our investment committee kept me awake long after midnight Tuesday.

**Dean Newman:** Do you take care of all your students in dormitories?

Mr. Stewart: No. As I said, we have about 1,500 students in our resident halls. There are about twelve to fifteen hundred in fraternities and sororities, and I suppose there are only about two to three hundred in the cooperative houses, altogether. You should understand that I told you about three houses that were working on a house-owning program motivating them to produce long-time results rather than to come in with the attitude that they will get all they can today, and hell with the fellow tomorrow. We have to change that type of citizenship for the future. This program is one way of doing that, and I think it is the finest type of program to acquaint students with long-time programs where we have to build for tomorrow.

There are fourteen groups on the campus, a dozen or more cooperative groups. Sooner or later we hope to have them all in houses where they are motivated by these long-time programs. In the meantime, they are doing all they can.

**Dean Newman:** I didn't make my question clear. Do you have any living in private houses?

Mr. Stewart: That would make about 3,400 students who live in organized groups. We have seven thousand students, so we have two or three thousand living in private homes.

**Dean Newman:** I find a great deal of opposition from the type of individual who comes to the University to rent a big house, to lease rooms to students, to collect enough off the students to put their own



children through the University as well as pay their own room and board while they are doing it. That type of person kicks about any type of program. They think the university owes them the whole opportunity. I have in my office requests from fathers to give them jobs because they have children in the university and they think the university owes them an opportunity to make a living.

Dean Keith: For students who don't pay bills in fraternities and so on, what do you do with the student that graduates and owes fifty or a hundred dollars, and what power do you have in so far as that is concerned, in holding up something?

Mr. Stewart: I would just as soon Dean Fisher would answer some questions. If the people to whom the bill is owed do not report it until after graduation, it is just their hard luck; but if they do report it, and it is a debt for board or room or something of that sort, and if in the dean's judgment he sees that it is bona fide and not exorbitant, they just don't get their diploma.

Now, the faculty of the university are the people who say what must be done by a student to get a degree, and that is one of the requirements at Purdue for a degree. An honest record outside and inside the classroom must be had. We don't give degrees to fellows with jail records or people who have stolen money. What is the difference in not paying your room and board and the fellow who goes into the fraternity building and dormitories and picks up enough money to pay his bills? There is a pretty thin difference. One, the faculty raises no question about. Why should they raise a question about the other? They are both equally important.

Dean W. B. Rea (University of Michigan): What is your experience in enforcement of that ruling? I think it is a fine thing, but don't you find you are running a collection agency?

Mr. Stewart: Dean Fisher runs it, so he will answer it.

Dean Fisher: Of course the merchants have been told that if they sell them things they don't need and use high pressure methods on them, they might not get their money. Board, room and medical service are things which they seldom get away with. I would like to cite one case of a boy who had an appendectomy operation three years ago, and he dropped out of school soon after and forgot to pay the physician. The notice was made on his record in the registrar's office. He wrote in, a few weeks ago and wanted his record, so he could get into the flying field. The clerk in the office sent a note that his transcript was being held up on account of the debt. The doctor got \$150.00 in the next mail, and the boy got his transcript. We are sometimes a little imposed upon by some people. Some of these we do not force the student to pay. Any bill that is reported, I suggest that the student has a moral obligation to pay it. When it comes to such things as necessities, he is going to pay it. He is not going to get out of that.



Dean McConnell: What if he doesn't have enough money?

Dean Fisher: Then he must get enough. He will not get his diploma until he pays that bill.

Dean McConnell: Suppose he couldn't pay, and assume that he just got out.

**Dean Fisher:** One point about that is if the student can't pay his present bill, there is no reason why he should run up some more bills. There is no reason why he should come back to the University and run up more bills for board and expenses. If he can't pay what he has had, he shouldn't get more.

Mr. Stewart: Through a period of years the thing is pretty well established that they must pay their bill. We do quite a loan business, and any student who has borrowed money from us does not get his diploma until his note is paid, and it may take four or five years, but they can't get a degree from the University until their student loan note is paid.

**Dean Bostwick:** I asked for some advice with regard to the operation of a dormitory. We are building one on the campus of New Mexico right now. It will house about 60 students, and it is cooperative, and we are wondering whether it is better to look up a good, husky, retired army sergeant to put in there, or a good motherly-like woman?

Mr. Stewart: I wouldn't tolerate either in a dormitory for men. I would want a red-blooded, upright, American citizen of whom the boys would be proud, preferably one who had had undergraduate experience in a dormitory so he would know how the boys get along together.

We have picked our men who are not lilies—we used to call them "lounge lizards." That type we just don't want. We want normal men. I don't want a man as manager in the dormitory who just couldn't get along with the others for example. I want a normal individual, because we want our people to live a normal life. (Applause)

President Thompson: Thank you very much. May I assure you that we appreciate more than we can say, your coming and giving us this excellent hour.

Mr. Stewart: May I say I had more fun at this meeting than the first one, Dean Goodnight.

President Thompson: The meeting stands adjourned.

.... The meeting adjourned at four-fifty o'clock....



# FRIDAY EVENING BANQUET SESSION

### **APRIL 18, 1941**

The annual banquet session convened at eight forty-five o'clock, in the Pavilion Caprice, President Thompson presiding.

President Thompson: Ladies and Gentlemen: If we are to get through with our program and give a little breathing spell to everyone before the fun really starts, we will have to begin now. We have quite a new people at the head table, but they are not all going to speak, (laughter and applause) so we hope to have you out of here in good season. I am going to introduce the people at the head table whom I will not call upon to take part in the program in any way, in order that you may know who they are. They are known by most of you already.

Some of the ladies probably have not met the men and some of the men in the group have not met the ladies who are at the table with us.

We have the pleasure this year of having with us the man who was along organizing the conference and who made such a favorable impression upon the men who were gathered for that first session that they elected him President. Now, I have promised him that I am not going to call upon him for any speech, but if Dean Goodnight was to tell you in the space of two minutes something about that first meeting, I am not going to call him to order. May I present Dean Scott H. Goodnight. (Applause)

Dean Goodnight: Mr. Chairman: That is a gross breach of faith. I was told that I wasn't going to be asked to say a word. I don't think I ought to. However, the first meeting was called in 1919, right after the close of the war when all the colleges were in turmoil, and the larger the college the greater the turmoil; and the few of us who were known to each other as Deans of Men were frantically writing back and forth," What are you doing about this and that?" So I sent out a few postcards to a few Deans that had shown an interest that I knew, and asked them to come to Madison so we could discuss matters of common interest.

Dean Clark was unable to attend the meeting because he was ill. Dean Nicholson, Dean Reed of Iowa State Teachers College, Dean Rienow, Professor Strauss of Michigan, a gentleman from Syracuse, Mr. Smallwood, who happened to drop in at that time, and myself composed the first conference.

It was so pleasant that we felt we had derived so much pleasure from it that we agreed to meet again on the following year. And on the following year, 1920, we met at the University of Illinois and we really effected an organization. I dislike to contradict our worthy Chairman, but there was no President at that first meeting. It was just a little group of half a dozen. We had no officers, no constitution,



or by-laws or formalities. We simply sat around and smoked and talked.

The next year we began with a formal organization, and I am somewhat appalled at the size to which it has grown. Thank you. (Applause)

President Thompson: Thank you, Dean Goodnight. I knew a number of the younger men did not know these facts, and I appreciate very much your accepting the challenge. In 1928 Dean Goodnight was elected President, so if he does not want to own up to the first year in 1919, why, we will count him for 1928.

To the right of our honored Past-President, we have Mrs. Turner. Will you kindly rise so they may know who you are? Next we have Mrs. Gardner. (Applause) And next we have Dean Vic Moore. (Applause) Mrs. Moseley, of Tennessee. (Applause) And the hostess to the ladies, Mrs. Postle. (Applause) And to my left, Mrs. (Applause) Dean W. E. Alderman. (Applause) He is the Past-President of the year '36. I forgot to mention that Vic was President in '32. Then we have Floyd Field, who was President in (Applause) And Mr. Robert Stewart, who addressed us this afternoon. He is not a Past-President, although he had some very fine words to say about Dean Goodnight. (Applause) Then we have the lady who has kept Dean Goodnight in such fine spirits and health these past years, Mrs. Goodnight. (Applause) Mrs. Garrett. You see, Vic Moore had to take one of his daughters along to get permission to go to the conference here. (Applause) And Don Gardner. (Applause) Don Gardner did so well in 1938, that the conference voted him to act as President in '39. He is the only man, I believe, who has succeeded himself a second year. Clark was also President two successive years.

There are a number of our friends who could not be with us who sent their greetings and I am going to call on our Secretary, Dean Turner to read them to us now. (Applause)

Secretary-Treasurer Turner: President Thompson, Members of the Association, and their wives: First of all, I want to tell you about a telephone call that came in last night from Kansas City. I talked to Mr. Bartle on the phone for fifteen minutes and he said that he had the whole education committee from the Missouri State Legislature in his office and they were trying to frame a bill for the common schools. They hoped to get the bill entered by noon, and then he would be here by plane. He is not here so I guess they did not get the bill into the Committee. I wouldn't be surprised to see him open both doors yet and come through. (Laughter)

....Dean Turner continued, reading communications from President Jim Findlay, Joe Bursley, Dean Beaty, and Robert Rienow....

Thank you. (Applause)



President Thompson: We had hoped to have "The" Dean with us, Dean Coulter. I speak of him as "The" Dean because "The Dean" is the title of the biography that the Purdue alumni published, and which we think so much of because it gives us a very excellent picture of the grand old man.

I had a personal letter from him just a few days ago which was written in his own hand. He stated at that time that he expected to be here with us, and he had consented to speak very briefly to us, but something must have happened to prevent him from being here. We have kept a place for him, and I am sorry that the chair has had to be vacant all evening.

As Dean Turner mentioned, we had expected to have our one and only honorary member with us. When I wrote him, I told him that we would give him three minutes in which to speak. I have been quite strict with the speakers this evening in giving them time, because I do not want to have the dinner speeches to last too long, and I do not wish to have any misplaced friendship such as the new rector experienced just before going in to preach his first sermon. He was a little nervous and he whispered to the verger and asked if he might have a glass. He said he would see what he could do. He was gone for some time. The rector was impatient, and finally the verger came and said, "I'm sorry, I couldn't find you a glass, but here, I've got you a whole bottle." (Laughter)

Now, we are not looking for bottles tonight. We planned on having with us, two of the Deans who are this year retiring. They are Dean Nicholson and Dean Robert Rienow. But Robert Rienow wrote me that his doctor would not permit him to make the trip. Dean Nicholson told me that he was coming. I was present at the testimonial dinner that was given in his honor at the University of Minnesota because of his retirement this year, and he said that he was making plans to be with us. I have not heard why he did not come. So, we have two deans and a college professor on our program.

I am just making these explanations so that you will know that we had a plan in building this program as well as the others. There is one man who has become very dear to us and we have learned to admire him because of the friendly way in which he welcomed us, and the splendid manner in which he acted as host to us at the university. I am sorry that his wife could not be with him this evening, but President Raymond Walters has promised to address us this evening, and it is a great pleasure to call upon him at this time. (Applause)

President Walters: Tonight, at this, your twenty-third annual conference, I salute you members of the National Association of Deans and Advisers of Men as members of perhaps the youngest of the professions or groups within the academic family. As a matter of fact, your existence on the American campus represents an admission on the part



of colleges and universities of a failure, and an earnest desire to rectify a shortcoming.

It has always seemed to me regrettable that, following the War of 1812, the breach between the United States and England became so sharp. For many years American educators were quite unaware of what was being done at the older universities of England and the reform that took place there as represented in the development of the honors courses and tutorial work. American teachers and young scholars went to Germany and France for their graduate study, and they brought back with them the continental attitude—that of the professor who lectured and did not give a hoop about the students he was addressing. It was quite beneath his dignity to pay any attention to them as human beings.

For a long time in American life, there was that same tendency to ignore the individual student. The care that was taken of undergraduates in the colleges in Oxford and Cambridge was not reproduced in the beginnings of our state universities. The development in these universities followed the models of Germany and France and did not take sufficiently into account students as human beings as was done in the old universities of England where, as Stephen Leacock said, they got their education by being smoked at.

In the past 30 or 40 years, and especially in the last quarter of a century we in American universities have become mindful of what we were failing to do. Your jobs have grown up in consequence. I say this not to please you, but quite objectively, you deans of men have a very important place in the life of the college and universities; to supply the human element.

Now, as I ventured to suggest in my opening welcome this morning, you will do wisely, in all of your counseling, to place the intellectual aspect first. I now want to stress the spiritual side, the religious aspect, of American colleges and universities. We are being reproved by a good many critics. Some of them are kindly; some of them have less good will. We are being scolded for the manners of our students, for their lack of religion. The fact is that the home has had them in earlier formative years, but it is somehow assumed that we are to perform miracles. We are doing the best we can.

In a continent as big as ours and with 130 million people, we need a variety of types of education. Most thoughtful men in public universities will join me in saying that we have all good wishes for the success of the private, denominational college. We in the public institutions simply cannot go into sectarian instruction. We can, and should, urge upon the chaplains on the campus, the ministers, the rabbis, and the priests in our university towns and cities to provide such instruction for our students, to promote their religious life.

Now, I submit this, gentlemen: If all that you are doing as deans



of men is giving suggestions to your students about their personal problems, advice on a purely rational basis, then you are falling far short of what you might do. It must be a deeper inspiration that you give them, a higher standard to which you exhort them. That inspiration and that standard are on the spiritual side.

The warfare between religion and science is a thing of the past. The old days in which they used to talk about the mind as a mechanism are gone. "The brain secretes thought just as the liver secretes bile." That notion is now quite passe. Today scientists point out that there is a realm into which they cannot go, and some of our leading scientists are genuinely religious men.

Our students will learn nothing in science that really takes away from the mystery of creation in a larger and deeper spiritual sense—there is nothing that science has produced that is really contradictory to the Bible, taking the Bible in its rightful place as the supreme religious guide to human thinking.

Now, as never before in the memory of those of us here tonight, there is a need for religious thought, the sense of a universe in which there are order and law; cosmos and not chaos. I grant that the chaos of a man-made and man-ruined world confronts us today and leads us to moods of agony and doubt. But that is because we are lacking in faith and lacking in a conception that, as William James once put it, God actually needs our help. God has not chosen to run the universe by interfering with natural law. We are His medium for the dissemination and the carrying out of His divine will.

If you deans are to advise your students rightly, you must have in your own hearts a sense of the deeply religious aspect of a universe in which there is law and order; a sense that Jesus had of the supreme importance of the human being. As the Nazarene walked along the highways and byways of Palestine He never stopped to say to any poor man or woman, "What is your I. Q.?" He did not care. He had a belief in the spiritual worth of even the humblest of His followers. We must feel that deeply, and then if we feel it, we need not preach so explicitly. We shall have the kind of sanctuary into which our students, troubled as they are, worried and puzzled, may come and be helped. Thus you will, as deans of men, live up to the high opportunity and obligation of the calling to which you are chosen.

President Thompson: We have discussed orientation today, and now we shall hear from one of our freshmen in our group. I shall call on Dean John O. Moseley, of the University of Tennessee. (Applause)

Dean Moseley: President Thompson, President Walters and fellow members of the N. A. D. A. M. and your guests: I can truly say that I am glad to be present, and proud to be one of you and appreciate very much the service and usefulness of this splendid organization. Last night as I was restless and tossing about on my bed trying to compose



something to say at this banquet, there appeared before me one of my very dear and oldest friends, one that I have not held communion with as much as I should for the past four or five years. At that time we were all celebrating his two thousandth birthday.

Nevertheless, I was delighted to see my old friend, the Roman poet Quintus Horatius Flaccus, for throughout my life he has been my guide, counsellor, confidant and inspiration, especially in a time like this. The very first thing I asked Horace was why he had come to a meeting of deans, and he said that all his life he had been confused in his philosophy—now full of action and deep in the waves of civic virtue, now backsliding into the precepts of Aristippus, now bending circumstance to himself and now bending himself to circumstance.

I recalled with a start that perhaps he was, indeed, the very first dean, having been appointed by Augustus Caesar to safeguard the thinking of youth in a time strikingly similar to the days through which we are now passing. I chided him on such a feeble reply in these words: "You are just like all other deans and try to cover up your real thoughts by poking fun at yourself and the fellow members of your craft."

He replied, "Well, I admit that I was very lonesome and wanted to get again with a bunch of fellows where the truth can be spoken with a smile, and I do not know where on the face of the earth I can find better counterparts for my old pals than at a meeting of deans of men." I recalled then that Horace was, indeed, the poet of friendship and that nearly all of his poems are addressed to real persons and that some of the most endearing terms in all literature were addressed by him to Maecenas, patron and friend to Virgil, whom he called the "half of his soul," to Septimius with whom he was ready on a moment's notice to go to Gades, to Damalis, Bassus, and a score of others.

I said to him, "In that case, why are you so late? Why did it take you so long to get here?" He said that he stopped off at one of the neighborhood theatres in one of the suburbs of Cincinnati to see a showing of "Gone With The Wind." He wanted to see how Clark Gable was being true to Scarlett O'Hara after his fashion. (Laughter) I asked him how did the performance compare with his conduct toward Cynara. He replied that fashions had not changed much in two thousand years. (Laughter) Then Horace told me that on his way to the hotel, he met a rather dignified, but shabbily dressed old gentleman who asked him for a nickel for a cup of coffee. Horace said, "Don't I know you? Aren't you a former dean of men? Tales of your prowess have even reached us in the Elysian fields as being one dean who struck a Lesbian lyre. How did you get here?"

The erstwhile dean replied, "Yes, you have me sized up correctly. I am one dean who would rather be right than president, and so I am right here." (Laughter) Then Horace told me that he tried to cheer up the old dean and quoted to him from his famous poem on virtue, but



the old dean said, "Yes, I know all about that. In the robe of my virtue I wrapped me round as solace for loss of all I've had. But ah! I realize I've found what it really means to be lightly clad." (Laughter)

"Well, Horace," I said, thinking that time to change the subject and get on to more cheerful topics, "I do not suppose that the idea occurred to you that you might come here and crack a bottle of Falernian wine with one of these deans. Shame on you. Do you know that they say that when you wrote your gleaming verse, your brilliant, flowing line, you must have gone to bed the worse for good Falernian wine? No poet yet could praise the rose in verse that so serenely flows unless he dipped his Roman nose in good Falernian wine."

Horace replied, "I am open to suggestions." (Laughter)

"Horace," I asked him seriously, "Would you be willing to pass on to your friends the answer to a question which has caused much controversy among us? Did that Falernian wine influence your verse or did the verse influence that wine?"

Horace replied, "I really don't know the answer to that one, but I do recall that what little I am able to compose in the Elysian fields I get done in the early morning hours around three and four o'clock. Perhaps that is just a hangover from the old days." (Laughter)

Just at that moment he noticed some papers on which I had been working and when he found out that I was preparing a questionnaire, he began to mock me for believing in the plenary inspiration of the dotted line. "Why don't you settle down and do some hard thinking instead of collecting all that rubbish?" he said.

"Well, Horace," said I, "It's really the young fellows in my office who get out those questionnaires and I send them on to my fellow deans of men so they will have something for their N. Y. A. help to do." (Laughter)

Then it occurred to me that my civic club was having a luncheon and I said, "I am going to count on your going with me at noon."

Horace replied, "Yes, you can count me out. You know that I never did believe in the cult of the simultaneous. I'll just stay on here at the hotel with the deans of men where perhaps I can hear a good story while you are getting another bead for civic virtue."

Next I asked Horace what he thought about modern youth. He replied that he knew all about our drugstore cowboys, jelly beans, and lounge lizards (laughter) and that he had had some experience with them in his day; but he was not worried about youth. It was with the teachers and leaders of youth and even the parents themselves about whom he showed the most concern. And then he quoted to me from lines 33-34 of his Sixth Ode which seemed to be written for the present day:



Twas not the sons of parents such as these That tinged with blood the mountains and the seas And crossed the plains toward the setting sun And rested not until an empire was won.

But the manly brood or simple rustic folk Taught when the mother of the father spoke The word austere, obediently to wield The heavy axe or to plow in distant field.

Or cut and bear home fagots from the height, As mountain shadows deepened into night, And the sun's car, departing down the West, Brought to the wearied steer the friendly rest.

"So you then don't believe in progressive education?" said I.

"What is that?" said Horace.

"Oh, haven't you ever heard the parable of the projecin son?"

"Oh, you mean Quintilian and his copybooks for the little dears?"

"Yes, you know all about him and his daffodil philosophy."

"Yes," said Horace sadly. "He and Rousseau and Karl Marx make so much noise down there now that nobody can hear me any more. They say they are waiting for some big shot who is still living on the earth to come on down there and join them. I suppose after he gets there, even death won't be worthwhile any longer."

"Well, don't forget that two thousand years is a long time," said I, "and you have a good head start on these apostles of the big noise."

Next to get his mind off his own sorry lot, I asked him what he thought about the present day salaries of those who have entrusted to them, the duty of guiding modern youth. (Laughter) "You know," said he, "A poor man can get just as seasick in a rented rowboat as a rich man can on his private yacht."

"But really now aren't we making some progress in our program of mental hygiene?" I earnestly inquired of him.

"Don't you remember in Book Two of the Epistles, I told you that you could run nature out of the front door with a pitchfork but that it would come in again by the back door?" (Laughter)

I asked him many more questions about the work of the deans for everyone of which he had a ready answer and graciously recounted many of his experiences. "Look out, Dr. Flaccus," said I, "Don't forget what you said about long winded professors who solved every problem of the universe from the depths of their own experience."



"You are right," said Horace. "Let's get out of here. I want to see the town."

"Before you go can't you give just a little prayer for the poor harassed deans of men?"

"Yes," said he, "This is the only prayer I ever did pray sincerely, and it ought to be enough even for a dean."

"Health to enjoy the blessings sent From heaven; a mind unclouded, strong; A cheerful heart; a wise content; An honored age; and song."

"Well, Dean Horace," said I in conclusion, "Let me read to you before we go an old poem paraphrased up-to-date which truly indicates what we, your fellow deans and friends, think of you:

"So with the rest. Who will many trace
Behind the new each elder face
Defined as clearly;
Science proceeds, and man stands still;
Our 'world' today's as good or ill,—
As cultured (nearly)
As yours was, Horace! You alone,
Unmatched, unmet, we have not known."

President Thompson: Thank you. That was very well done for a freshman. Now we are going to hear from one of our graduates. Dean Melcher was very active in the first years of the conference. He was active as a leader. He was active as an entertainer. Many of us remember, with keen delight, demonstrations that he put on of clog dancing. I believe that we call it tap dancing now, but he is an artist in that line as well as an artist in the work of impressing young men with high ethics and high ideals. I shall call on Dean Melcher, our young man of 78 years. (Applause)

Dean C. R. Melcher (University of Kentucky) (Emeritus): President Thompson, Ladies and Fellow Deans: Perhaps you have all heard of the three ladies that got together and were discussing their husbands, especially how forgetful they were. One was the wife of a minister, and she said that her husband would spend hours preparing his sermon, and then go to church and leave the sermon home, just forget it.

The second lady said that her husband was a doctor. He would rush off to see a patient and he would forget his saddlebag and he had no medicine—this was the olden days.

The last lady said, "My husband is a traveling man, and after being away, every time he comes home and I meet him at the door, he throws his arms around me and kisses me and says, Hello little girl,



haven't I met you some place before'?" (Laughter)

I am that forgetful man that forgot his sermon. I saw on the program that it was to be formal, and I put my formal clothes in my valise, but I left it at home in my study, and so I am somewhat embarrassed, in fact, I am like Mark Twain was when he met King Edward the VII. He said, "Your majesty, I'm scared, are you?" (Laughter) I am a bit scared this evening, for it has been some time since I faced an audience, and there have been so many changes in the program of the Deans of Men since I was last with you which was eight years ago.

I was inducted into the rank of Emeritus with Dean Coulter who is my beloved friend and sponsor at Purdue University. Since then, various things have prevented me from being present, principally that 50% reduction in the salary of an Emeritus professor; and then they ranged from Los Angeles to New Mexico and other places that were too far away, and my old heart told me that I had passed the biblical three score and ten, and therefore, I would have to slow up a bit. I slowed up for about five weeks flat on my back, and my good friend and former student, who is now in charge of the dispensary at the university, put me on my feet again.

I have attended 13 of the 23 conferences. I attended the second one at Urbana, and I am glad to have received the information that Dean Goodnight gave us in regard to the first conference. I was asked to be Dean of Men in 1914. My preparation, I may say, was many years in other school work before I was called to be the Dean of Men, and I asked what my duties would be, and they said that they were just the same as they were before. I was on all the committees that had contacts with the students so I got a new title without any change in my work until the reorganization of the university. They then outlined what the duties of the Dean of Men should be.

It was pretty broad, and I could do just about as I pleased in a great many things. There is one thing I noticed in coming back here after eight years of absence, that all the old problems have been solved, because they are not on the program.

We used to discuss such things as smoking on the campus and in the buildings. The girls are smoking all over the grounds now and in all our buildings, so I suppose that problem has been solved. (Laughter) But it has been solved not to my satisfaction, I will say. I don't smoke myself; I quite frequently used to smoke, but I quit smoking when the girls came in. (Laughter) I did not want to be effeminate. (Laughter)

Another problem that used to discourage us was the automobiles on the campus. Some of us believe that the student should be permitted to drive his own automobile on the campus and in the city. I suppose all the campuses have worked that out already too, because most colleges have parking spaces for the students' cars.



There were a dozen other questions which always came up, which I suppose have all been solved. I was very much puzzled when I received the flattering invitation to be here this evening, and in a moment of weakness I accepted. And when I got to thinking about the subject that he had said, it was called the "Consecration Address of the Conference," I began to wish I had not accepted. I felt that my vanity had been flattered and I had been hasty about it. But thinking it over a bit, afterwards, I looked at the word "consecration" in the dictionary and it said "set aside for holy service." I got to thinking, and I thought along this line. Any service consciously performed in the interest of humanity is sacred, whether in the pulpit, the schoolroom, or anywhere else. I concluded that it was a good subject, but that I was not the proper person to talk upon that subject. There is but one man in the conference, and he was on that program, and that was Stanley Coulter, and I am very sorry that he cannot be here, for I was perfectly willing to assign to him most of my time.

In the book, "The Dean" to which Dean Goodnight has referred, and I hope you all have read it, there was so much that was interesting to me, knowing Dean Coulter as I do, that I read the book more than once. In it Dean Goodnight contributed a little in which he expresses the influence and the work of Stanley Coulter. He spoke of the first speech or address that he had delivered at Iowa City. If you read it, you know that Dean Goodnight said that Dean Melcher spoke, and was followed by Dean Stanley Coulter, and he goes on in that way, and I hoped we would dramatize that again.

I remember what Dean Goodnight said also about the impression and the magic in his oratory. I can recall the thought, but I can't remember the exact words. I heard Stanley Coulter, 60 years ago in my student days, deliver an address to the students at Hanover College at a convocation on Sunday afternoon, and his subject was "The Holy Grail." I was a thoughtless student at that time. Perhaps I may have been a sophomore, not more. Dean Coulter's mother spent her last days in Hanover. She was a gracious, fine old lady, and he frequently visited her. His grandfather established Hanover College. His father married the daughter of the founder, and all that is told, by the way, in "The Dean."

Let's take some of the men that were influenced by Dean Coulter. There were hundreds of students that attended his classes for forty years—he taught nearly that. After his retirement he went to Indianapolis, and he has a Bible class there in one church which my sisters attend, and they tell me of the wonderful influence it has upon them. The first talk that I had ever heard him make has influenced my whole life. It changed my way of thinking. I had never heard of the Holy Grail before, but I can visualize him yet in his earnestness, and those characteristics that I am unable to describe, and I am glad to claim him as a friend of mine, a dear friend, rendered by many a kind service.



When you think of the number of students that have gone out from under his influence and from that institution, spreading all over the world, it is the spirit of Stanley Coulter. I have never talked to a student yet that came under his influence and did not sing his praises.

I was one of the three to form a conspiracy against him one time. The Dean of our Engineering School was one of his students at Purdue, and when we were looking for a President, Dean Anderson, another scientist, and Dr. Miller, and myself asked the Board of Trustees and the faculty to meet and we invited Dean Coulter down to deliver an address. He did not know why we invited him. We hoped that the Board would recognize the man as a man suitable for the Presidency of a great institution, and that he might be invited to come down. He was there to make his speech. There was some politics in the state of Kentucky. Perhaps you have read that little poem by George Riley, where he describes the beauty of the ladies in old Kentucky, where the skies are beautiful in Kentucky, and the politics is the damnedest in Kentucky. (Laughter) That did not have any effect.

I am sorry he is not here this evening. I could have given my time so that you might have heard him. I am glad to have this opportunity after eight years to meet as many of my old friends as are here. There are some seven or ten of them here. I know many of you through the proceedings that our Secretary has sent to me every year, and I am glad to have this opportunity now, of knowing you more closely.

As I have said, I have attended 13 of these conferences. I hope that some others will be within striking distance before I grow much older so that I may be able to attend a few more.

My work as Dean was very pleasant. Of course, there were hectic times during the noble experiment of prohibition, and if you will remember, that law went out of effect on April 7, 1933, which is my birthday, and when the President of the Student Council came to me and told me that they were going to give me a banquet and treat me pretty nicely and all that, I rather suspected something. I had fought against liquors and things of that kind, and I was afraid that they were getting ready to use those things and to try to get the better of me. My wife suggested that also, so I thought, all right, I was going to partake of it. The taste of beer never was repulsive to me. (Laughter) I was going to partake of that and tell them, "You have put me in an embarrassing situation. I am going to have to report myself and this conduct and perhaps recommend suspension. You know I'll go out anyway, so it does not make any difference to me." Some time afterward they gave me a very nice banquet. They presented me with the watch that I carry now, and they dedicated the annual of Kentucky to me for that year. So, they evidently forgot a good many of the brushes that we had, one in particular. There was a good deal of drinking at our entertainments and we put it up to the students to control that and not the faculty. They did not agree to that. We had a meeting, and



we discussed that thing until ten o'clock, and finally agreed that there were 25, perhaps 50 students who were making it unpleasant and shutting off the social entertainments of all the others. They took it up with the students, and they did stop it. They have a great improvement there.

There are a great deal of amusing incidents that have happened to me during my deanship. One of the boys rushed into my office once and said, "What is the penalty for beating up a university professor?" I said, "You had better pick on one smaller than you because they might pitch you out of the window. That might happen, but what is the matter?" He said, "He flunked me in English three times, so I am going to beat him up." (Laughter)

My time is up, but I want to say this before I go. My preparation was 15 years at public school teaching. I taught in the high school from which I graduated and also the college from which I graduated. I taught six years at Hanover. Then I was seven years in the German Department at the University before I became Dean of Men, and 19 years as Dean of Men. So, I consider all but that 19 years as my preparation for that work, and I am thankful to you for your kind attention, and I am sorry that I left my notes at home because they were a little organized.

Thank you very much. (Applause)

President Thompson: Thank you very much Dean Melcher. This concludes our program. Thank you for your kind attention. (Applause)

--- The meeting adjourned at nine fifty o'clock....



# SATURDAY MORNING SESSION

#### APRIL 19, 1941

The meeting convened at nine fifteen o'clock, President Thompson presiding.

President Thompson: Yesterday afternoon, I tried to get our genial host and our Vice-President to preside, but he was a little afraid that he would steal the show from me, and so he begged to be excused. Now, he can't get away from it this morning. Art Postle is going to lead the discussion on a problem that interests us very much. The question of placement has become a very acute question in some of the institutions in our country and it is a question that faces us all with seriousness.

This morning we are going to have men who are going to tell us what industry expects of the man who comes from the college or university. I am going to ask Dean Postle to introduce the members of his panel and take over the time until eleven o'clock.

# ....Dean Postle assumed the Chair....

Chairman Postle: For a good many years, within the walls of most of our colleges, judging from my own institution, there has been raging a debate as to whether the purpose of that college or university is to teach men and women in that institution a broad background of culture or whether it is primarily to prepare them for some specific job.

Now, it is not our purpose this morning to debate that question. As Deans of Men, in most cases, I don't think we have a great deal of say so as to what the policy of the institution will be. As Deans of Men, however, we are very much concerned with the matter of social efficiency of these men who are graduating and with or without our own volition we pretty generally have had a good deal to do in the last few years with the matter of placing these college graduates upon the completion of their academic course. Consequently we have been dealing with this matter of assisting these fellows who come through our institutions, to find their niche in the outside world upon the completion of that work.

Most of us, I am afraid, have not explored very well and very closely into the details of that outside market. We are in the peculiar position of attempting to carry fellows through four or five or six years and prepare them for something on the outside, without much consideration of what that market is. So, we thought the way we could best get at a study of what is wanted in industry was to invite here some representatives of some of the larger industries, and some other men who have spent a great part of their lives working and studying this matter of adapting oneself to find their place in that work.



So, in the panel this morning we have representatives of two industries and two men, one from the college of Engineering and Commerce at the University, and one man who is sort of a liaison officer between industry and education, who will present their ideas to you about that. I have asked them to give a fair and honest picture of our graduates and what they think we, as Deans of Men, may do about the matter of preparing fellows to find their place in industry upon graduation.

Now, our general plan this morning is this: We will let each of these men present his viewpoint in a ten to fifteen minute, perhaps longer, talk or paper. Following that, we shall open the floor to questions as well as permit discussion among the four members of the group. So, as we go along, I would say that if any questions come up that you want to put to any one of the four, that you jot it down at that time so that at the end you can, without loss of time, get your question on the floor for them to settle.

Now, the first man that I want to introduce to you comes to us as Director of Employment of the American Rolling Mills Company at Middletown, Ohio, one of the huge steel rolling mill companies of the country. At this time it is a real pleasure to present to you Mr. J. H. Ayres, the Director of Employment at the American Rolling Mills. Mr. Ayres. (Applause)

Mr. J. H. Ayres: Dean Postle, and Deans and Advisers of Men: I think in industry we realize the importance of a close cooperation between the educational institutions and the industries in doing just exactly what we are attempting to do this morning.

Industry buys the services of a college man for the same reason it employs anyone else—it has work to be done. It expects a fair days work for a fair days pay.

The college graduate has been accustomed to a certain number of hours to study in order to complete an assignment from his professor. Experience has taught him that there are no short cuts. He finds his assignments easier to do by becoming familiar with the subject. He will find the same conditions prevailing in industry.

The fact that an applicant for a job in industry has been to college means very little in itself. However, it may and frequently does mean that the employer will be willing to pay more for the young man's service at the start than the services are actually worth. The reason for this is that the employer realizes the applicant's college education is not immediately worth his beginning wage but because of his background the training received in industry will have a greater value in later services.

But what the college or university man has learned may have little practical value unless he is able to adjust himself to his work environment. Potentially he is valuable only if he can get along with



the other workers.

Except for a relatively few cases, the college man in industry must work in combination with others. He must usually start in a meager position and learn homely facts about the job to which he is assigned. He must do well certain menial tasks in order to earn an increase in responsibility. That is not a penalty imposed by management, but rather a procedure imposed by his fellow workers. It is vitally important to him to win the acceptance of those with whom he works. He usually cannot go far until he has learned to understand the men with whom he toils.

This is not always easy. College life permits a selection of associates on the basis of common interests. People in college often bask in the reflected glory of a fraternity, or class or of the university itself. When the college man steps out into industry all of that is behind him. Just how much his fellow workers think of him depends on the college man himself. No Saturday afternoon football victory or fraternity social standing is going to make him get along with the boys. He either sinks or swims on his own initiative. Sometimes college men fail to realize this until the damage is already done.

We expect the college man to have learned some general business principles. He should have had some fundamental business courses, accounting, finance, business law, etcetera, whether he expects to be an accountant, salesman, purchaser, engineer, or what not. I think that is important since without that type of training he cannot understand the various decisions made by management which affect him. By management I mean the thousands of men in industry who hold varying degrees of supervisory responsibility, not just the gentleman manager.

The college man must realize that the American Business System is a Profit System at times and at others a Loss System. He just as well must understand the why and wherefore of each swing of the business pendulum. College men of today were children in the great depression. They should become familiar with the readjustments that business had to make when orders stopped coming in during the early thirties. They should be prepared for such readjustments through an understanding of the reasons why management had to make such decisions.

We expect the college man to share with us the responsibility for his proper placement in the organization. While we attempt to better understand and evaluate him we want his own self analysis. We want to know what his interests and ambitions are. We want his true reactions to what he finds in industry. Management will share with him some of the responsibility for making right some of the things he thinks are wrong.

A college man with a special technical training should know enough



about the industry or industries in which that training is used to be sure of what he will find if employed in such industries. Self analysis and proper counseling while on the campus should have helped him in that difficult decision. Experience in that industry in his undergraduate days may test the wisdom of his decision while there is still time to correct it.

Now to turn to a subject which usually isn't mentioned in the presence of educators. That is the subject of men without a college education—or perhaps a high school education—who are leaders in American industry. The college man should realize that men in business who do not get a formal education may become extremely well informed, extremely well educated, by work and study both on and off the job. They should know at the outset that many of our men without college training are both higher in intelligence and better informed than many graduates. I say this without any feeling of criticism of the graduate. However, it is important that a college graduate step into business fully aware of the possibility of meeting and working under men who have never been to college and whom the college man cannot rationally consider as mental inferiors, or in their present executive positions by some trick of Dame Fortune.

We expect to get a substantial number of future supervisors from our colleges. Not all of our supervisors, but many. Nor will all college graduates rise above the average. While some few may fail, some will develop the qualities of leadership so necessary in management.

Out of the great group of fine young men who graduate each year we expect to find men who will develop great understanding, great sympathy—wisdom and vision, and will make a still greater industrial America. (Applause)

Chairman Postle: Thank you Mr. Ayres. You started off our discussion of this subject very well. Now, our next man comes to us from one of the companies which is perhaps the most famous across the whole United States, and abroad as well. We asked in the ladies group what they most wanted to see in Cincinnati, and we received one answer almost simultaneously from the entire group. They wanted to go through the Procter and Gamble Company of Cincinnati. The next speaker this morning is the Director of Personnel Research of that Procter and Gamble Company. The good secretary here gave him the title of doctor, but Mr. Lovett says that he has improved a little bit on the actual situation. In any case, however, I want to present to you Mr. Robert F. Lovett, Manager of Personnel Research with the Procter and Gamble Company. (Applause)

Mr. Robert F. Lovett: Mr. Thompson, Dean Postle, and Deans and Advisers of Men: In these days when industry is accustomed to being told what to expect, it is a rare privilege for one in industry to be asked to tell a group of Deans and Advisers of Men what industry expects. I don't believe I am going to take too much advantage of this



situation. I do welcome it, and I want to say at the outset, that what Mr. Ayres has said, in general, I subscribe to wholeheartedly. I think much of industry will concur in what he has said and strangely enough, without collaboration between us, with merely the invitation from Dean Postle as to what we were going to talk about, my talk tends to dovetail into his. It will treat with a couple of general suggestions, but more particularly the change over of college men from college and universities to industry.

The change from college or university to industry is one which many young men make with ease. Yet to others it presents some difficulties. The shifting from one job to another during the first few years after leaving college is usually an indication of errors in judgment by either the man, the employer, or both.

I presume it is to reduce these errors that this discussion was scheduled. Though I am one of two representing industry, I want to make clear that I can speak for only a very small part of industry. The experience from which I shall speak may, however, be typical of others. Any difficulties which arise in this transition period stem, we believe, largely from two sources: 1. Industry's lack of full knowledge of the man, his abilities, interests, attitudes, and background; 2. The man's inadequate knowledge of the company, its methods, objectives, ideals, and history.

In order that each may have adequate knowledge of the other, industry needs to shoulder the lion's share of the responsibilities and in many instances does. Yet, however thoroughly industry may do its job, the cooperation of the school is obviously essential.

A company's selection of college graduates usually begins by a letter to the Dean or replacement secretary stating the nature of the openings to be filled, number wanted, and qualifications desired. This naturally implies a job of pre-selection by the schools' placement men. And this involves more than posting a notice on the bulletin board that "such and such a company is looking for 40 salesmen—all interested, see their representative on the appointed day." It pre-supposes a knowledge of the men, their interests, aptitudes, extra-curricular activities, personality characteristics; in addition to their scholastic record, of courses, grades, and honors attained.

Having selected the ones whom he feels will meet the company's qualifications, the placement secretary notifies them of the opportunity, gives them what he knows of the company, and the possibilities which it offers. He sees that they have an opportunity to read the company's literature, and if they are interested, he arranges for the interview on the appointed day.

We realize that to expect a thorough job of this sort by the placement man calls for close contact by our representative. Several years of visits to a school may be necessary before the placement man grasps



fully our needs and comes to know the types we find most successful. But once that close relationship exists, there usually results a steady flow of men who in the main are successful and happy in their work.

We expect to give the placement man full information about our company, the training we are prepared to give, the opportunities it offers, what success or lack of it has been attained by men selected earlier from that school.

When our company representative visits the school, the ideal placement secretary gives him complete information about the men. Usually this information should be supplied before the interviews. However, on occasion some information is wisely withheld until later in order that judgment will not be unduly affected. To withhold unfavorable information completely is seldom justified and in the long run unfair to the senior as well as to the company.

Industry does not expect every man to be perfect. One man whose progress in the company has been steady over eight years and who recently has been appointed to a position of major responsibility had these remarks made about him by faculty advisers at the time he was being considered: "Jones has a remarkable personality for his age. Shows unusual ability in leadership, but is slightly too domineering and too egotistical. If knocked down once or twice will prove to be a very valuable man."

"Jones is clever and a good talker but is not too conventional. Has talked himself out of a number of tight places before the disciplinary board. (Laughter) High spirits responsible—nothing morally wrong."

"Jones is considered a promising business prospect. He has a great deal of energy which if not consumed in work is likely to lead him into mild forms of hell-raising. (Laughter) Give him plenty of work."

This kind of information enables business to direct men more intelligently and may have been in this case essential in harnessing his abundant drive and ability and bringing him through to an executive position.

As a part of our procedure in getting to know the man, tests have been made to measure individual differences in abilities necessary for success in various kinds of work. Many years of experience have demonstrated their effectiveness as an aid in selection. These tests are not a substitute for the interviewer's or the placement man's judgment, or for the recommendations of the faculty or the scholarship record; but they provide an additional objective measure which serves to strengthen the appraisal of the applicant's qualifications.

The tests are sometimes administered by the placement secretary when time does not allow our representative to go in and give them. Though we may not rightly expect this service, it often facilitates more



thorough consideration and better selection, and we deeply appreciate such cooperation.

The senior's information about the company and the field of work which he is considering comes from the placement secretary, company literature which is made available through the placement office, and often a general talk to the group of seniors by the company representative followed by individual interviews. This is frequently supplemented by visits to our factory, executive offices or district sales offices, where further interviews are held. Where possible we have sent a school's graduate who is in our organization back to his own school to supply further information at first hand about the company and its plan of training and development.

We encourage the men to make their own independent investigations of our company, its policies and products. In fact, if a man comes to us having first made an investigation of his own through publications, trade and alumni sources which are available to all seniors—we would hold him in a higher regard for having made it.

Industry is giving increasing attention to both selection and training. Whole staffs in some companies devote their time to improving methods of selection—the development of aptitude tests, interview procedures, better means of objectively evaluating applicants' experience and personal history items. However, good selection is only a good beginning. Industry recognizes that thorough training is a necessary corollary in building a strong organization.

Cicero in his Oration in behalf of Archias, the poet, made this point very neatly. He said, "I admit that many men without formal training were pre-eminent in mind and energy and became, of their own accord, as it were, prudent and learned by the almost divine quality of their native ability. I must also add this, that native ability without formal training has more often led men to fame and success than training without native ability. Moreover, I contend that when a tried and perfected system of training is added to manifestly remarkable native ability, then from that combination arises an extraordinary excellence of character." Certainly with this contention we heartily agree.

Industry's consideration of seniors often reveals cases of men so lacking in native ability that the college's or university's perfected system of training seems to have been wasted. This brings us to conclude that a more careful selection of men on entrance might well raise materially the character of the graduates. Industry may not expect this but it would certainly welcome it.

Just one other general observation. President Robert M. Hutchins of Chicago in a recent article in "Nation's Business" on "The Challenge of the Market Place" said, "Business is one human activity for which the higher learning can do little directly. A university can study business. It cannot produce business men. It can promote understanding.



It cannot train practitioners. The way to learn how to practice anything is to practice it under the conditions under which you will have to practice it in life. The way to learn to understand anything is to grasp its theory and its principles. The place to do this is in a university. The last chance most people have to grasp the theory and principles of what they are doing is during their education. They have plenty of time to learn the practice when they finish their education and start to work at their jobs. To the extent to which business schools sacrifice principles to practice, they sacrifice the only thing they can do well to the attempt to do something they cannot do at all."

While it is not often easy to agree completely with Mr. Hutchins, and though he has doubtless overstated his case, industry, I believe, would subscribe in general to this point of view. Much of industry expects to train its college men, particularly in the more strictly commercial and management fields.

Industry expects colleges to give it educated people who know what they are doing and why. The particular skills and practices of the vocation, in many instances, can best be developed while on the job. Industry sets up thorough training programs to make sure of this. (Applause)

Chairman Postle: Thank you Mr. Lovett. I think you have put your finger right on some of the critical phases of this training and placement which brings home to us the points of your paper.

Now, on the University of Cincinnati campus, we have ten colleges. In one of those colleges, this year, there was a proposal to put in a course which had some practical advantage to the student and some practical application to those who went through it, upon graduation. One of the remarks that was made in the violent opposition of the faculty members was that these institutions must preserve carefully the pristine purity of the sacred walls against the intrusion of the professional courses.

Now, we have another college on the campus, the college of Engineering and Commerce, whose policy has been directed over a number of years, by the late Dr. Herman Schneider. The philosophy of that college has been different. It is a college organized on the cooperative plan. The plan is to enable students to get some experience, to get some job experience along with their college course. Now, I thought that it would seem that on a panel of this sort, it would be necessary that we have a presentation of that plan of education which has been adopted by a number of colleges and universities in this country. Consequently, we invited, this morning, a man who is the coordinator in our college of Engineering and Commerce, whose job it is to study the men who come under his jurisdiction, and to study the markets and place the men on the cooperative jobs, and so I have asked Mr. Renn to come down this morning and give us something of the outline of what they are attempting to do in the college of engineering and commerce in settling



this question of adapting a man to find his niche in industry after education.

Mr. Renn, who is assistant coordinator of education. Mr. Renn. (Applause)

Professor R. E. Renn (University of Cincinnati): Dean Postle, Dean Thompson, and Gentlemen: The position of a member of the coordination department at the University of Cincinnati is one who is in between. He has to get along with the industry and he has to get along with just such gentlemen as Mr. Lovett and Mr. Ayres, and the men in their firms and corporations; and at the same time he has to get along with the academic departments and get them to work with him.

So, I have tried to state from my viewpoint the things that are necessary for the college to do and the things that are not necessary for the college to do, and the things, I think, that industry should do for our graduates, in order that they may be successfully placed and be of most value to both industry and to the nation as a whole.

Undoubtedly the largest single factor affecting the growth of higher education in America is the desire of parents for greater economic security for their children. Second in importance is the prestige and social position which it is hoped will be gained. The more farseeing realize that worldly possessions and material wealth alone cannot bring these results. If money alone were the goal, much of the incentive for a continuation beyond the level of high school education would fail to exist. Any plan of training that follows one of these aims to the total exclusion of the other is failing to give the student all that should be gained from higher eudcation.

The difference of opinion arises in the manner in which these ends may be accomplished. For those who have had less of a financial problem a natural trend is to lean towards an education that will spend a proportionately larger part of time upon the so-called cultural courses, while those with the greater financial problems are more likely to favor practical courses. Since relatively few of our students are entirely free of future financial responsibilities, there is scant excuse for any course of study that neglects entirely the increase in earning power of its graduates. On the other hand, there is little justification for any curriculum that does not include much more than technical or professional lines of study. The real differences arise in establishing the balance between the technical or the professional and the cultural. This problem, while essentially in the field of the educator is not his responsibility alone. Industry as well as the professions, must so temper its demands that the schools can achieve this balance, even in the highly specialized fields.

In technical colleges our first aim must be to turn out graduates who will fulfill the demands of industry, and to turn them out in the



numbers that industry is willing and able to employ and complete their training. Beyond this initial requirement, there is a divergence of opinions. Highly specialized engineers, accountants, economists, etcetera can be developed, or the cultural education of the students can be stressed and the detailed specialization left to industry. Obviously, there is no hard and fast rule that will apply to all industries alike, nor for that matter, to all students alike. It is this difference in individuals and in industries that leads to confusion and argument, and makes so difficult the task of the educator who must decide how the problem is to be solved.

Engineering colleges and business administration schools have developed in two ways. Since many of the colleges are parts of larger institutions, fundamentals may be taught as a part of the university curriculum and two years of liberal arts work may serve as the first two years of an engineering or business administration course, and the last two years are then given over entirely to the professional schools. The other way is to so integrate the entire course that it must be taught throughout in the professional school. Either way may be satisfactory, though the latter offers opportunity for a better balanced curriculum. It is much better to interweave with the earlier fundamentals the simpler professional courses; and to include certain cultural subjects in the later years of the course, when the student is more mature and better able to think independently on such subjects, rather than to crowd them into his earlier years and use all of the later years in purely technical study. In this connection I should like to quote from the report of the Committee of Aims and Scope of Engineering Curricula of the Society for the Promotion of Engineering Education.

"We believe that there are advantages in the parallel development of the scientific-technological and humanistic-social sequences of engineering education. When the elements of these sequences are compartmentalized and taught at different stages of the curriculum, they frequently remain unrelated and uncoordinated in the student's mind. Furthermore, a continuous development of the humanistic-social sequence prevents its complete relegation to the less mature stages of the student's career when it cannot be so effectively presented and when the student has an inadequate understanding of its importance and its bearing upon his scientific-technological studies."

"We favor an integrated program of study extending through the entire undergraduate period rather than a division into separate stages. This program should be so planned, furthermore, that it may be articulated with specialized postgraduate programs.

"For a minority of the students with time and money available for a period of undergraduate education extending over five years or more, we recognize that there may be advantages in a program of study in a college of liberal arts followed by work in a college of engineering. The



chief advantage to be gained from this combined program is often intangible and resides in the experience of life and work in two diverse types of institutions quite as much as it does in any wider\_range of instruction."

Complete freedom of choice in subjects to be studied cannot be left to the student. The technical schools have recognized this, and in most institutions the student's choice is limited to a very great extent to the selection of the course he will study. When he has made this decision, the college requires him to complete fixed courses which are necessary to obtain the degree the student is seeking. Options in technical schools are not widespread. Since most of the work is planned for him, the student must rely almost entirely upon the judgment of the college. Therefore, it is our duty to see that all the essentials required by industry are included. Furthermore, it is our duty to see that enough cultural work is interwoven with the technical so that the student will not go forth from his college with a lack of means for further improving his mind and intellect outside of purely technical subjects and with a feeling of inferiority when mingling with more liberally trained graduates.

Since the greater percentage of our graduates will be absorbed by industry and business, the ultimate success of the graduate will depend to a very great degree upon the help and training that he receives after he is away from college. Most of the larger corporations realize the importance of this after graduation training, and have built up training programs whereby they aim to develop the latent abilities of these college recruits. This is normally done by training courses during which the graduate is under close observation, and upon the completion of which he is placed in the department where he is deemed to have shown the most aptitude. When properly developed, there is little fault to find with this system. A more serious situation exists at the critical period when the graduate is seeking to bridge the gap between college and employment. Every college official who has had the responsibility of placing graduates knows the dilemma that exists when the graduates leading in scholarship and personality are offered numerous jobs, and the less brilliant students have little or no choice. Too frequently the industries vie with one another in overbidding for the services of these super-graduates, and pass over much good material that would serve equally well in the positions which their companies have to offer. This overbidding has insidious results in numerous cases. The top man in the class finds himself in a large company, where advancement is slow and opportunities are a long time in arriving. Often he sees his less gifted classmate forging ahead in a smaller concern that was unable to interest him. The thing I would point out is that recruiting officials should be more careful of the analysis of their own needs, and should demand the top men only when they have jobs for They should not hope to assemble the top men of several schools and then have opportunities for only one or two of the group. A more humane treatment is to accept the judgment of the college and



hire the men for the jobs they have, augmenting their numbers only as the needs arise. When such cooperation exists between the colleges and industry, both will benefit greatly by it.

That industry distrusts the judgment of the colleges in selecting men is common knowledge. It is always skeptical and believes that the best scholar may be afraid of dirty hands, and will scorn the grease and grime of the shop, where many of them must make their start. The simple fact that a summer has been spent in a factory, machine shop or construction camp, assumes great importance in the eyes of these skeptics. Yet frequently these are the ones most reluctant to help the student secure this kind of experience before graduation. That a very real reason for this skepticism may exist, many of us will admit. After all, too much difference exists between the qualities required to make a good student and the qualities that make a good engineer, superintendent, or executive. A student having aptitude for mathematics and research ordinarily will make an excellent engineering student, but he may have few of the qualities necessary to make him a good engineer. If academic work alone is the basis for recommendation, an error of serious magnitude may result.

For reasons such as these, cooperative education came into existence. Its purpose is not, as some believe, to help worthy students finance a college education. That such help is often a result of cooperative work, is a fortunate by-product. It makes cooperative education possible to practically all financial classes regardless of family background. It is truly a democratic innovation in the educational field—typically American—denying higher education to none who are qualified and will make the effort.

Advantages of cooperative education are:

- (1) Joint sharing with industry of training future employees.
- (2) Early orientation of students, preventing to a large degree specialization in fields foreign to their interests and natural inclinations.
- (3) Joint progressive training in education and in industry. Undergraduate work is not completed before the student has been introduced into the field for which he is laying foundations for his future employment.
- (4) Natural shift from college to industry. When a student graduates he simply continues his work without the half-time break that occurred while he was attending college. About seventy per cent of all cooperative students continue upon graduation to work for their last employer.
- (5) Placement of graduates ceases to be a problem of any magnitude in a cooperative college. The placement and follow-up of students on cooperative work calls for continuous effort on the part of the college. The department charged with this responsibility will be able



to place such graduates as are available.

(6) Large and expensive laboratory shops may be reduced, or completely eliminated, for the cooperative student has the actual shops for his laboratory.

Cooperative education originated at the University of Cincinnati in 1906. Dean Herman Schneider obtained permission from the Board of Directors to try the system on a few engineering students in mechanical and electrical engineering in that year. The alternating period between classroom and shop was first established as one week. The course ran for six years with a three-months period of full time shop work during the summer. Subsequently, by extending the alternate weeks of school and shop work through the summer, it was found that the same amount of theory could be given in five years of eleven months as was given in six years of nine months. By extending the alternation periods through the summer, the conflict of work periods was eliminated. Two students could be paired the year around. During the month of August, when the college was closed for the summer vacations, the students were paired so that each got a vacation while his alternate was in the shop.

In the intervening years, the alternating period has been increased in most cooperative schools to eight or twelve week periods. In Cincinnati, the eight week periods have been accepted as the most satisfactory. This permits three school terms and three work terms a year, and with the summer term of work lengthened to ten weeks, each student gets a short summer vacation. Industry, in general, prefers these longer work periods. If correlation between school and work is maintained (and without it you do not have a cooperative course), the period should not be too long. Six month periods, for example, have not met with appreciable success.

Originally, the heads of departments were charged with the duty of placing their students. As the number of students increased, this system demanded too much time from the academic duties of the department heads. Dean Schneider determined to create a separate Department of Coordination to handle placements. George Burns, now Assistant Dean of the College of Engineering and Commerce, was given the full responsibility of placing students on appropriate jobs. Due to the efforts of Professor Burns, as much as those of any single individual, the cooperative course at the University of Cincinnati has developed to its present strong position.

First through Professor Burns, and later through Coordinators, definite rules of procedure were formulated to handle placement and changes in each department.

- (1) Students were placed as nearly as possible on jobs in the line of work for which they were studying.
  - (2) Wages paid students were the same as those paid regular



workmen doing the same kind of work. This prevented industries from using cooperative students as a source of cheap labor. Also it helped allay the suspicions of the workers, for the students were subject to the same rules and regulations as other workmen. Failure of the student to perform his job satisfactorily was reason for his discharge.

- (3) All questions of wages and working conditions were handled through the Coordination Department.
- (4) Failure of a student to do satisfactory outside work led to dismissal from the cooperative course.
- (5) As a student advanced in school, corresponding increases in work responsibility were arranged by the Coordination Department. Sometimes this was possible through changes in assignments within the same company; at other times it was necessary to change companies to obtain different experience. For example, mechanical engineers frequently obtained all their training within a single company. The student worked in the foundry, machine shop, on maintenance and finally in the design department. By contrast, the civil engineer started as a helper on construction work, was shifted to a survey party, then to the drafting room, and finally into design, construction, inspection or supervision. The program usually involved three to five changes of cooperative companies, in order to obtain the desired experience.

Academic credit is not given for cooperative work, but there should be some relationship between work and academic training. This is best accomplished by a series of classes. At Cincinnati, these are termed coordination classes and cover orientation, safety and industrial hygiene lectures, inspection trips, organization and management lectures and recitations and discussions based on outside work. Work reports in the form of technical reports are required of all students. These reports are made on the cooperative job assigned to the student during his past work period. Academic credit is given for these classes. As a result of the free interchange of experiences on job assignments, students acquire knowledge of all jobs held by students in the entire department and in this way a student becomes familiar with nearly all phases of work done by engineers or workers in his field.

The preparation of graduates to fulfill a life of usefulness and value to the community depends upon the college to teach the student the fundamentals of the profession, together with enough cultural and background subjects to enable him to become a good citizen with broadened viewpoints on life beyond the immediate scope of his profession; it depends upon industry to supplement academic training with specialized training in the particular field in which the graduate is to be placed; it depends upon joint efforts of the college and industry to steer the graduate into the field of work for which he is best fitted.

It seems to me that the cooperative system of education is best suited to fulfill all of these conditions, but regardless of the method



used, none of these essentials can be omitted if our educational system is to justify its continued growth and progress. (Applause)

Chairman Postle: Thank you, Ray, for giving us that good picture of the philosophy behind the cooperative system of education.

The last speaker on our panel this morning is, it seems, eminently suited, by background and experience in the last ten or fifteen years—I haven't known him any longer than that—to discuss this problem before us this morning. He is Professor of Education in the Teachers College at the University of Cincinnati, but we rarely see him on the campus because his main job is the matter of adapting education to industrial needs, and he has been working primarily with the industry in the Cincinnati area.

Dr. Ralph L. Jacobs is Consultant in Education and Training for the National Defense Advisory Committee. At this time I am very pleased to present to you my old friend, Dr. Jacobs. (Applause)

Dr. Ralph L. Jacobs: Dean Postle, Dean Thompson, Gentlemen of the Panel, and Deans and Advisers of Men: Today I trust that I may make myself sufficiently clear so as not to put myself in the position of the darky clergyman whose services were dispensed with. In protesting, he said, "Doesn't I edify every Sunday morning?" "Yes, you edifies." "Doesn't I argify every day you come to see me?" "Yes, you argifies all the time." "Den what doesn't ah do?" "Well, you edifies and you argifies, but you never specifies anything." (Laughter) Now we will do a little specifying.

This country has, by general agreement, embarked on a program of national defense the equal of which, considering the volume and time involved, has never before been undertaken in human history. It will tax to the utmost the resources, the organizing ability and the productive capacity of this greatest of all industrial nations. Never before has the United States faced such a challenge as today in regard to preserving its democratic way of life, our civilization. One thing is clear. Except for a very few, we are all for democracy and against dictatorship in principle. Our concept of democracy is built upon the concept of human personality and of inalienable rights, integrated in our personality by the very act of our creation, by divine endowment, and upon the logical resultant principle that while organized society is natural to the human person, society exists for the sake of the person and not the person for the sake of society.

Our political institutions and processes were therefore designed with the single purpose of creating an order in which each individual might enjoy the freedom necessary to permit him to develop to the full stature of his personality, without trespassing upon the similar freedom of his fellow man. In the United States, this same principle has been carried over into our economic order, which might be called industrial democracy.



To preserve efficiently our many freedoms, we must all unite voluntarily and spontaneously cooperate as a free people by focusing our minds and hearts on the fundamental issue confronting us.

You will recall the story of Adam and Eve who lived in the Garden of Eden. In the Garden it was unnecessary for them to build any shelter for themselves because the weather was perfect; it was unnecessary for them to till the soil, fish or hunt to provide food and sustenance for themselves, as all this was given them in abundance; in fact, they had all the necessaries of life provided for them without any effort on their part. This was the "abundant life" and economic and social security in its perfection. It was the perfectly "planned economy."

The story, you will recall, however, relates that when Adam and Eve set themselves up as "Supermen" in that they defied God's mandate and became a law unto themselves, they were thrown out of the Garden of Eden.

On the other side of the Garden wall you have the other system of economics. The weather was so inclement that they had to build for themselves a shelter against the elements; they had no food, except such as they could produce with the sweat of their own brows by tilling the soil, fishing, and hunting. Everything they required for their existence they had to produce. This is our present system of industrial democracy.

I have prefaced my remarks by telling this old story to make two points: First, I prefer the economic system of the Garden of Eden to that of our system of industrial democracy, but I don't believe that Imperialism, Racism, Nationalism, Communism, Fascism, Nazism, or any other ism can ever get me back into the Garden of Eden, except the ONE who put us out. Second, that we must abandon our laissez-faire attitude and accept the challenge of leadership in our respective colleges, if we want to show the world that democracy does work. That is, as deans of men, we must be concerned with more than developing morale, ethical leadership, guidance in extra-curricular activities, discipline, and so forth.

To me, the meeting that you are holding here today is a fine example of voluntary cooperation and the working of the democratic system. Do you men want to continue having such meetings and to work our destiny in our own chosen ways? We are certain that in few countries of Europe today would such a meeting be possible. Here deans of men are asking industrial leaders how they may assist in the adjustment of college youth to industry.

The increase in the number of students in colleges and the development of junior colleges and special technical schools has brought to the fore many problems. Due to the present emergency, there has been a definite swing from the so-called white collar jobs to the blue



collar jobs. Great numbers of our college youth are preparing themselves to enter industry. During the past three years, I have been asking top management and personnel men the following four questions:

- 1. On the basis of your experience, what do you consider to be the qualities that college graduates will most need?
- 2. What are the difficulties most frequently met by college graduates in making good on their first job?
- 3. What are the things that you would like to see the college emphasize in preparing young people for industry?
  - 4. How can we make our college program even more valuable?

In the hope that we may glean some aid from this inquiry, let us consider the nature of their replies and recommendations. We shall merely abstract reactions which came from a wide area covering eastern and central states.

Question 1: On the basis of your experience, what do you consider to be the qualities that college graduates will most need?

Some personnel directors urged that we emphasize the ability to get along with people; that there is a greater demand for the ability to understand quickly why certain conditions are proper in one social and economic setting and seriously inappropriate in another; that there is a greater need for a balanced attitude toward cooperation in a group and in larger units in an organization.

By way of summary, it seems proper to assume that the qualities college graduates need today are not different but are characteristics that have been basic to good living in all ages. That is, the qualities essential for young people in all ages and today are those contained in the moral and ethical code of the Ten Commandments with the addition of the Golden Rule and the two principles of ethics by Socrates:

(1) Know thyself, and (2) Be moderate in all things. They summarize the personal qualities essential for good living that have always pervaded through all cultures.

Question 2: What are the difficulties most frequently met by college graduates in making good on their first job?

There was general agreement in regard to a lack of perfection in such skills as:

- 1. Poor ability in fundamentals of speaking, writing, and spelling.
- 2. Limitation in such special skills as: Making reports and abstracts, facility in rapid reading, resourcefulness in use of the library, tendency to discontinue reading related technical literature.

Many agreed upon a lack of definite knowledge in regard to industrial relations, such as: The psychology of getting along with peo-



ple, safety in industry, work simplification, motion and time study, conference leadership, and so forth.

Question 3: What are the things that you would like to see the college emphasize in preparing young people for industry?

All personnel directors are agreed upon recommending that for students preparing for entrance into industry, two or more years be organized upon the cooperative part-time plan as developed by the late Dean Hermann Schneider at the University of Cincinnati. Under this plan coordinators may assist the faculty in integrating and correlating college instruction with work experiences on the respective jobs in industry. That is, the emphasis should be placed upon applying knowledge rather than upon placement and earnings. Dr. Streight, the great English psychologist, showed that in general it would require at least 144 times as long to learn a thing by indirect as by direct practice. His findings were so convincing that Professor Spearman, the distinguished director of the psychological laboratory of the University of London, previously regarded as a believer in mental discipline and transfer of learning, declared that "the great assumption upon which education has rested for so many centuries is now at last rendered amendable to experimental corroboration and it proves to be false." Long ago, John Dewey pointed out that "the fundamental fallacy of the doctrine of transfer of training is its insistence that activities and processes can be acquired apart from the subject matter upon which they are to be based but our acts are always specific."

Another point in which there was agreement had to do with stimulating thinking. The college should teach young people how to use experiences and knowledge effectively in everyday thinking. "Think like a man of action; act like a man of thought." It should emphasize those methods of teaching that will direct the student to think for himself and not just the theory of how to think. Practice in scientific thinking should grow out of efforts on the part of college teachers with practical experience, who can critically evaluate knowledge and its use. It is of little consequence to the student without any practical experience to discuss in an abstract way problems of industry. These subjects should be taught by a faculty with mature perspective in practical affairs. Topics answered under Question 2, in regard to industrial relations, were also recommended in reply to this question.

Question 4: How can we make our college program even more valuable?

The following is a summary of the many suggestions made in reply to this question:

1. Faculty. Teachers that are preparing students to enter industry should have characteristics that strike a happy medium between practical and academic affairs. In the past, members of the faculty secured work in industry during the summer vacation period. It was



pointed out that they would have no difficulty securing such employment this summer. Another plan would be to spend a sabbatical year in industry every five or seven years.

- 2. Library Facilities. At present, in many institutions one or two copies of a book may be available for several hundred students on a special course. Some books are not only inadequate but in many cases are not available. The knowledge presented by instructors cannot be regarded as fulfilling the educational responsibility in any one course. The student needs library facilities that will allow him freedom for developing self-reliance and thinking habits. Students should be encouraged to spend as much time in the library as appears necessary in order to obtain the information from various sources related to a particular subject. May we suggest that the following material should be found in the library: American Management Association Abstracts and Personnel Magazine, National Industrial Conference Board reports, and so forth.
- 3. Laboratories. More subjects should be presented on a laboratory basis than lectures in a barren classroom. Coordinators on the cooperative part-time plan have an excellent opportunity to secure from industry essential material whereby the instructor can correlate theory with direct and practical experience. The laboratory plan provides the necessary motivation for guiding students through otherwise difficult abstract subjects.

The laboratory provides a social pattern where students must work cooperatively and meet with other persons as a self among selves rather than as master or servant. It also provides a decision pattern, since the student must observe, analyze, and deal with interrelated data and past experiences, and make decisions on the basis of their evaluation for the accomplishment of a predetermined purpose.

- 4. Marking System. Many students upon graduation have a difficult time in making the mental transition from the standard of performance in college to the standard of performance in industry. In industry, no such grade as 70 per cent or 75 per cent is acceptable. One is either satisfactory or unsatisfactory. It has been recommended that only two grades be granted but, in case of prizes or honors, such students as volunteer for same be given a special comprehensive examination. Many personnel directors are concerned because some students may be relatively illiterate or incapable of expressing themselves adequately in simple English and yet receive a passing grade or even a good grade in a subject. Others held that our college standards are such as tend to cause graduates to think they should secure higher positions rather than begin on the lower rung of the ladder of success.
- 5. Acquisition of Fundamental Skills. All college graduates should be required to master the primary subjects, such as: the three R's—that is, the ability to write and speak effectively, the ability to understand certain simple computations, and a broad and current knowledge of fundamental social, economic, and historical facts.



Specifically, it was agreed that the deans of men should at all times impress upon youth in college the dignity of work on any socially useful job or calling. It was recommended that deans of men should secure employment in industry for short periods if they are to have a true picture of the problems which college youth must adjust to after graduation.

In my opening remarks, I began with a challenge, and in closing I want to make a very strong plea that each of you will find some way to give as much time as possible in this problem of adjusting college men to industry. The vital part of the great test today is whether American industry operating on a voluntary and free basis can cope effectively with the productive effort of a militarized and dictated people; a test so final in its outcome that the result, if favorable, we remain a free people, but if it is not so, then some other system will be found. (Applause)

Chairman Postle: These gentlemen have given us something to think about seriously as Deans of Men. They have had their crack at you, now in the few minutes that are to follow, perhaps not for more than 30 minutes at the most, we would like to give you a chance to throw any question on the floor for their answering, or for any discussion that you might very briefly like to add to the sum total today. Who has the first question or comment that they would like to get on the floor?

Dean Bostwick: I would like to ask Mr. Ayres just how common he thinks the failure is of students or graduates to be willing to do the dirty work, and start with the little menial tasks in industry.

Mr. Ayres: That takes me back to the thought that I had in my early preparation for this discussion, when I felt that I couldn't be particularly critical of young men. We are in perhaps the world's most rugged industry, and we are finding, for the most part, a very fine willingness on the part of these young men we try to employ, to go in and unload limestone in the open hearth, if that is necessary. I think we have been guilty in the past of having young men do tasks that were not particularly valuable to them as training, but in many instances, we were in conditions where there was no other work to be done.

A point I would like to make is that in regard to the reluctance at times apparently of industry to cooperate with the placement people, particularly the coordinators in Universities, is that at times, we in our industry, were as low in openings as 19 per cent, which in our present five day week would give us one day's work out of five. In times like these we don't appear to cooperate. We don't give these young college men proper training. We are just like the little corner grocery store—when business falls off, we can't have two idle clerks; you might have one idle part of the time, but you can't afford to have two. The same thing is true in big as well as small businesses. The urge is



there in the type of men we select. A good many of them are engineers in our industry, and in other types of industries. They come in and usually they take it and they like it.

There are some instances also of persons who are not too happy at that, and perhaps get a little restless, but they always look back at that period with pride and a good deal of satisfaction.

Dean Bostwick: I would like to ask Mr. Ayres and Mr. Lovett what they think of Mr. Jacobs' suggestion that a Dean of Men find temporary employment. Would you welcome an untrained man to come and work for you?

Dr. Lovett: Going back to Mr. Ayres' comment on the previous question, the young men come to us frequently from general courses in college. Not so much engineering or the technical schools. They come to us frequently and say that they would like to get into the management field. I suppose the Deans are like that group of students. (Laughter) They would like to get into the management field. However, Dr. Jacobs suggested that they get in any place that industry affords an opportunity, unloading limestone or working in the soap plant. I think that is a very sensible suggestion. How practical it would be, I don't know. I am of the opinion that putting you on one particular job in a business wouldn't be nearly as beneficial as permitting you the freedom of the plant and working on this kind of work for a time, just so long as you keep your fingers out of the machinery. (Laughter) Let the production go on. (Laughter)

I think that close contact with business would be desirable, and I don't think it is necessary for them to get into jobs where skill is necessary for actual production, but just for a period of observation.

Dean Ballif: After this selection that you make of college students, what mortality do you have on men from college particularly?

Dr. Lovett: I can't give you the over-all total for the various branches of the business. In the sales and advertising field, at the end of six years, I believe we have about 60 per cent of those who have been selected that remain. In certain engineering factories I think the percentage is even higher—it is 80 per cent.

Dean Ballif: I think the turn-over is perhaps higher among the non-college men.

Dean Wesley P. Lloyd: Deans and professors I suppose, in general, recognize some very distinct limitations in the training of men for industry as it takes place on the college campuses. During this discussion, I have wondered what it is from the standpoint of industry, and I put this question to Mr. Ayres and Dr. Lovett: What is there that industry recognizes as a distinct contribution of college men? Is there something that they get from college men that they do not get from others, or is it all on the negative side of the scale?



Mr. Ayres: In our companies, we are very, very dependent upon college training. It takes entirely too long to make a metallurgist or chemist out of a high school boy that we bring in after school. We have to have them. We gain much time if we get our personnel people, if we get our sales people, if we get our laboratory technicians already with the college background, whether scientific or cultural. If that answers your question, I would say in our business we have to have them. Frankly, we have difficulty in getting enough, and over-all, our experience with them has been almost delightful.

Dr. Lovett: In some branches of our business, we have had difficulty making out a good case for our college men. That is more true in sales than it is in the technical field. It is less true in advertising. I think colleges cause people to look down upon sales work. I don't think there is any great movement in colleges today to regard sales work as something other than a means of putting yourself through college.

We are dependent upon college graduates. We can't get enough of the abler men from other sources, so we do go to the colleges regularly, and get large numbers of men, primarily for development into the managerial group. They have stiff competition with the man who has come out of high school and gone into sales work.

The reverse is true in management. There it is very difficult for the untechnically trained man to acquire the principles necessary to bring him up to the managerial level, although they do come through, and I hope always will.

We need to have a level flow of untutored minds. They are untrammeled. They are unfettered by some of the teachings that we learn in school. They have a fresher point of view, in many cases. They don't know that some things can't be done, and they go ahead and do them. (Laughter)

Dean Rubottom: If things quiet down in the next few years, more and more people are going to get college educations, and as Mr. Rainey has recently said, about all we can do is prepare this ever increasing number of people for a democratic way of living in order to show them how to use their spare time.

Even though they may have some routine job somewhere, I think it is going to be a real challenge in the next 35 years, to provide recreation or whatever you can call it, for the intellectual ability of men who have college degrees, but who are bogged down to repetitive jobs, and I want to know whether they are anticipating that and whether, if this business of everybody obtaining a college education continues, whether they are going to be able to satisfy these people, because now we are turning out college graduates who are not the outstanding sales persons that many of them are looking for, but simply ordinary people who are going to be forced to do ordinary work most of their lives probably.



Mr. Ayres: I think the answer probably is the joint responsibility of the universities and industry. If we can get the college trained man to focus his ambition on being a good workman, and as I view an executive, he is another kind of workman, and as I said before, management is several thousand people in our business, but if we can get this college man's ambition to make a pretty decent living, perhaps \$100.00 a week as an operating man, rather than \$250.00 a month as a supervisory clerk, I think part of that thing answers itself. But that man, if he is willing to go up in the operating end of the business, he has to be willing to share with all the other hundreds in this depression period a little more security than he would have had, had he taken the other course, and become a regularly employed white collar executive. There again I think that goes back to the attitude that the man starts with and further develops in industry. It is sort of a mutual responsibility in that you start him right, and we may ruin him or make a better man out of him.

But we are concerned about what is going to happen when the defense boom is over, and frankly, we are not crossing the bridge just yet, but we do definitely recognize that as a major problem, and these fellows are going to have to back up as we all are, and some will probably lose their jobs along with a lot of others.

Secretary-Treasurer Turner: I don't know which one to address this to about Dr. Jacobs' story of the darky who did argufy, and edify, but he didn't specify. It seems to me in this problem we are talking about, we have to do a little bit of all three, because if we are going to specify, we are going to think of the emergency as it applies to defense in this all-out-of-balance situation. Don't we need to do a little argufying and edifying in thinking of this thing five years from now instead of this emergency which is here now? We ought to be thinking about this thing from the standpoint of argufying and edifying as well as specifying in the emergency situation which is here. How can we tie up what we want to do right now with what we want to do as the program goes on? It will be going on after we are all dead.

Dr. Jacobs: The gentleman from industry here I think would be able to tell you that the government has made contracts for three years, and if you talked to army and ordinance men, they say five years. We are not going to stop. We are going to defend this hemisphere. We are going to make five and maybe seven year contracts. I think we should counsel the boy right now. Why are you worrying what you are going to say to a boy you don't know five years from now? I am thinking of these boys you are going to meet after commencement. So, we can help those boys now. A counselor is thinking in terms of these adjustments now. He is going to start way down and move up.

In reference to the question back here about breaking down these



jobs, without putting reflection on other organizations, or reflecting upon them too much, we could have done a lot in this emergency if we worked 55 hours with our skilled men. We have the equipment, we have the buildings, and we have the men, but there are fifteen hours or more that we are not using. We are working forty hours and there is a need now of building new buildings, which takes a long time, building new equipment to put in there, and not teaching men to be skilled, which takes four years, but to teach them how to run one machine to take care of this emergency.

We could have done marvelous things and used these men and equipment, but we cant' use our men. There is a ceiling on prices. You can't stay in business paying 52 hours pay for 40 hours work. Let's face the picture as it is. The American people haven't done that. I think that there is another problem you have to consider. Every boy who is going through school today and graduates, is worrying us in industry because they are graduating boys who do not complete anything. They just complete the four years. We can't use them in industry under eighteen. We have laws prohibiting us from using them.

Your competition then is boys who have a high school education, whatever they were able to get, and then they go to a night college. Our college in Cincinnati here ranks fourth, is that right?

Chairman Postle: That's right.

Dr. Jacobs: In Cincinnati, everybody goes to school. All our schools are lighted at night and filled. Most of our industries have marvelous training programs. The American Rolling Mill has a tradition of many years of a marvelous training program. It would be interesting for our speaker to tell you that if they hire stenographers there, they start to train them or retrain them. They even have their own book of vocabulary and words, and so on. They have a marvelous training program.

So, these boys coming from high school are going to go to these night colleges and grow. They are going to attend these training programs and if they don't they drop by the wayside. So, you have some competition, gentlemen. These are boys who never get into a day college. They can't afford it. Who is going to pay for the endowment of these colleges when we start to pay on the taxes we are going to pay? Where are we going to get the money?

We are going to decrease the enrollment of colleges, gentlemen. Don't fool yourselves. Just as we are going to lose our jobs and take great cuts, the same is true in colleges.

Chairman Postle: You have answered the question somewhat too well for our own comfort.

Dean Moseley: I would hate to get away from that frank angle of it, but there is a question that ran through all four talks in varying



degrees of firmness and exactitude, that I think every one of us have to make up our minds about, because we are educators and concerned with youth. I don't know how many of us are concerned with the placement bureau, but at least we all have a direct hand in counseling and guidance.

Regardless of the monetary success of that boy after he graduates, we do have some stake in his happiness in life. That brings up the point of how much stress there is to be put on the vocational subjects and how much on the cultural subjects. Mr. Lovett got right in my alley there and I was devouring everything that he said; and I suppose Dr. Jacobs recommended the other extreme. The other gentleman mentioned it in sort of a middle plane.

This is no recent question. It is two thousand years old, and there is a tremendous lot of literature on the subject. It boils down to this: Is the end of education best accomplished by the means of the possession of truth or the pursuit of truth? The old philosophers believed that the pursuit of truth would make you strong and happy and free. It is also said that the possession of truth would get you there faster.

Here we are concerned with the young men. We have what I consider a sort of backward trend compared to the direction it has been going. The American Bar Association says, don't teach business law. Don't teach any practical subjects. Send them to us with the ability to think. The American Medical Association says, lay off biochemistry. Don't try to teach subjects that infringe on medicine. Teach them chemistry. Send us cultured beings.

The machine shops say, send us somebody that has a little education. First of all, give him the tricks of the trade right here. That was Mr. Lovett's point. In Oxford, for instance, a young lawyer spends three years studying Roman law, which he will never use at all. Then he learns how to get a client into court and present a case, and they figure he will go farther as a barrister by learning something that he will never use. That is the farm theory of education, and I think in our education, we are discovering that the thing to do is to let the mind lay fallow, but to plow it deeply and in fact, place something in it that will bring out the elements in the soil for the payoff crop.

I would like to ask Dr. Jacobs one last question. He spoke of the use of, the futility of and the doctrine of non-transfer. I am rusty on these questions. Didn't Mr. Kilpatrick disavow that in St. Louis, and isn't it the more modern theory that there is a transfer of deed and title? All of that of course is helter-skelter suggestions but I want to get one more discussion on expression of this point, because there are a lot of younger deans of men here who have to form their philosophy of education with respect to counseling and guiding students, and it is not a question that you can just take a snap solution, but it is with experience, and there is a whole lot more back of it than can come



out in one conference.

Dr. Jacobs: Last night these gentlemen missed a treat. This gentleman made his talk. Let's talk about the common elements. This is what I was asking for in the laboratory work. Let's have more laboratories—less discussion in barn classrooms. Let's get the common elements. What are the elements in life? What are the elements that we can bring over into the classroom? Those of the transfer. But the interesting thing is this boy can't make transfer. He needs guidance there. There isn't a man in the room who hasn't discovered that. You don't direct boys—you guide boys. I wonder whether we all have the clear meaning of that?

Maybe a story of my experience will clear that up. I went up in Maine to have a little vacation, and I got a guide. He bossed me around. I said, "I get that all year round. I want you to guide me so I don't get lost, and a whole lot of other things. I want you to direct me, guide me. You just sit along, and when I need help, there you are."

We need our deans to make transfers of the common elements. If we are going to let our faculty get away up in the clouds and talk about the pure science and mathematics, and we are doing that, and then out in life we have this other great, strange place, somebody has to make those adjustments. I don't think there is much we can do about our faculty, but I think we can do a lot in translating, getting the common elements and helping these youngsters, sitting down one at a time with them, or a group of them, talking, mostly listening, and at the proper time, say the proper word.

Yes, you put your foot right on it. These identical elements do transfer, but somebody has to help in the transfer. Somebody has to guide them. They go off on a tangent. They have large fences around these different fields today. We used to be able to look in, and see what they were doing inside. Now they even make me wear a pass when I go in a plant. It is difficult to get it. It can be arranged, but you can't just wander in like we used to.

We need you men so much. You have a marvelous opportunity. President Walters last night touched on a point, and I do not think it necessary to touch on that—a fine piece of guidance along there. It is our job as deans of men to make those transfers with the boys, as the problems come up.

Chairman Postle: Much as we would like to continue this discussion, we have now come to the end of the time allotted for that. I think this has been one of the most challenging meetings that it has been my privilege to attend in the five years I have been with this Association, and we want these gentlemen who have come here this morning and have contributed this very valuable information to the program of our association, to know how much we appreciate it. (Applause)



At this time, we will turn the meeting back to our President, Dean Thompson.

President Thompson: Gentlemen: The applause that was given you is evidence of how we appreciate your coming. The fact that we have established a new record I think in the history of the life of this Association or at its sessions, is proof of what the Association expected, and we were not disappointed. Thank you very much for coming.

We will now have the business session. We will now call on the committee or the committees to report. I would like to have a showing of hands on a question that I have heard asked or that has been directed to me by several men, the question of whether we should continue to discuss problems in sectional meetings or whether we should have a general question box discussion as we had previously. Now, you can just raise your hands, those who are interested in continuing next year the sectional meetings as we had last year and this year. I am asking this question for the guidance of the program committee for next year. Those interested in the sectional meetings? All right. Those who would rather have the other? The sectional meetings have it.

Now I think we are ready to hear the Committee on Resolutions.

**Dean Corbett:** Our Committee has met and presented the following resolutions:

"Whereas, Through the death of our former friend and associate, Dean James M. Hamilton of Montana State College, our organization and all those interested in the cause of higher education lost the wisdom of his counsel, the value of his experience and his steadfast effort to inculcate the high ideals of character and scholarship in all with whom he came in contact; therefore be it

"RESOLVED: That the National Association of Deans and Advisers of Men by this means express our sincere respect and esteem for Dean Hamilton and gratitude for his services to this organization and the field of higher education; and be it further

"RESOLVED: That we extend to his loved ones and friends our deepest sympathy and that copies of this resolution be sent to the President of Montana State College."

President Thompson: Those in accord with this resolution, kindly rise.

....The audience arose and stood in silent tribute....

Dean Corbett: "Whereas, Dean E. E. Nicholson of the University of Minnesota, a Past President of the National Association of Deans and Advisers of Men, has for many years given us unstintingly of his wisdom and counsel as an active member of this Association, and though he is in retirement we hope that we may still have the benefit of his vast experience and knowledge of the work in which the men



of this organization are engaged; be it therefore

"RESOLVED: That the Association of Deans of Men elevate Dean E. E. Nicholson to the rank of 'Dean Emeritus' in this Association; and be it further

"RESOLVED: That a copy of this resolution be sent to Dean Nicholson."

President Thompson: Would you wish to have us vote upon each resolution, or will we hear all of them? If you do not object, I think we will hear all the rest, and pass upon them.

Dean Corbett: "Whereas, the Twenty-third annual meeting of the National Association of Deans and Advisers of Men has given us opportunity to meet old friends and make new ones, and through the formal papers and informal discussion has given us new zeal and inspiration for the year of work ahead of us; therefore, be it

"RESOLVED: That we extend our most heartfelt thanks to our hosts, Dean and Mrs. A. S. Postle, as well as to Mr. and Mrs. Alan Johnson, Mr. and Mrs. Robert Bishop and Miss Kathleen Ressler for their gracious hospitality and their meticulous care in seeing that the stay of the deans and their wives at Cincinnati was pleasant and profitable; to President and Mrs. Walters for their courtesy in participating in our program; to the University of Cincinnati for its generosity and contribution to the success of our meeting; to Mr. John DeCamp and the newspapers of Cincinnati for the publicity and coverage of our proceedings; to the Netherland Plaza Hotel and its staff for the many fine services extended to the organization and its members; and be it further

"RESOLVED: That we express our appreciation to the officers of our Association, Deans Thompson and Turner, for their efforts in preparing this fine program and giving unselfishly of their time; we extend our thanks to those who appeared on the program for their contributions, and especially to Dean W. E. Alderman, Dean R. E. Glos, Dr. Thomas A .Storey, Dr. H. Gordon Hullfish, Dr. C. Rufus Rorem, Mr. R. D. Stewart, Dean C. R. Melcher, Mr. J. H. Ayres, Dr. Robert F. Lovett, Dr. Ralph L. Jacobs and Professor R. E. Renn for their cooperation and kindness in being with us to make such valuable contributions to our program."

"Respectfully submitted,

L. S. Corbett, ChairmanD. R. MallettFloyd FieldW. H. Congdon

I move that these resolutions be approved.

President Thompson: You have heard the motion.

....The motion was regularly seconded....



President Thompson: All in favor, say "aye"; opposed, "no." The resolutions are unanimously adopted.

Before I call on the Committee to report on time and place, and also the slate of officers, I want to ask if there is any member who has any business he would like to bring before the Convention. This is your last and only chance.

Dean Seegers: I would like to know if any action has been taken on the suggestion of Dean Julian to the effect that the Association attempt to prepare a statement as to the duties of deans of men.

President Thompson: That was referred to the Program Committee and will be taken up by the Executive Committee for our next session. I think that is correct.

Dean Miller: The other day I just made a suggestion about the possibility of getting some information concerning the activities of certain groups on our campuses—some of the groups that are acting under cover and under false covers as fronts for other organizations. Several other people have mentioned to me since then that they thought it a good suggestion that we get that information. I don't want to bring anything up that would cause any long discussion. Or if it does not meet with approval, I should have no objection to your saying so. We should have a committee to contact the governmental agencies quietly, without publicity, and we would be able to get some information that could be sent around to our members that would be very valuable.

I would like to make a motion to that effect, but as I say, it must meet with the approval of the group.

**President Thompson:** Since Dean Miller has had something to do with this, would you be satisfied with the suggestion that we ask Dean Miller to cooperate with our Secretary in providing the members with whatever information they can on this topic?

Dean Bostwick: I so move.

Dean Goodnight: I second the motion.

President Thompson: All in favor of the motion, say "aye"; opposed, "no." It is carried.

Is there any other point? If not, we will call on the Committee on Nominations and Place.

Dean Mitchell: The Committee on Nominations and Place consisted of myself and Dean Goodnight of Wisconsin, Dean Schultz of Allegheny College, Dean Cloyd of North Carolina, and the Sage of Charles River.

We have a voluminous correspondence here, handed us by the Secretary, imploring us to come to this place and to that place, and one came yesterday in which they even agreed to pay us to come to the



place—and we would like to go. But in view of all the circumstances, after due consideration, the Committee felt that we should go to an institution which has long been seeking this organization's presence. That is the University of Illinois, at Urbana. Fred Turner will be the host, and he is going to give us a deed to the new Union Building.

That is my motion.

Dean Hubbell: I second the motion.

President Thompson: All in favor, signify by saying, "aye"; opposed, "no." The motion is unanimously carried.

Dean Mitchell: The question as to time for the meeting to be held was given consideration, and it was thought by the Committee that about this time in April, somewhere between the first and third week, would be advantageous for most people, and we hope it will not come too early or too late, but we recommend about the middle of April. That is our recommendation.

Dean Corbett: I second the recommendation.

President Thompson: All in favor of this motion, signify so by saying, "aye"; opposed, "no". The motion is unanimously carried.

Dean Mitchell: For the slate of officers, a large number of names were suggested, and due consideration was given to these names. It seems to be the unanimous concensus of opinion of the Committee that for President for the coming year, our nomination would be Dean Corbett of Maine; and for Vice-President, it would be Dean Julian of the Dakotas, South Dakota in particular. (Laughter) That is our recommendation.

Dean Park: I second it.

Dean Goodnight: I move the Secretary cast a unanimous ballot in favor of the candidates.

Dean Hubbell: I second the motion.

President Thompson: It has been moved and seconded that the Secretary cast the unanimous ballot for Dean Corbett of Maine as President and Dean Julian as Vice-President. All in favor, say "aye"; opposed, "no." The motion is unanimously carried.

.... The unanimous ballot was cast....

President Thompson: Before giving the gavel over to the new President, I just want to express my sincere thanks to all the members of the Conference for the gracious manner in which you have overlooked my shortcomings. I want to express my personal thanks to the members of the Executive Committee for the splendid manner in which they have cooperated, and to Dean Postle for the wonderful work he did in helping us frame this program. But the greatest amount of



thanks goes to our good Secretary, Fred Turner. He is a wonderful man in this post.

Mr. Corbett. (Applause)

President-Elect Corbett: Thank you, Dean Thompson. I can only say that I appreciate the confidence that your Committee has in my ability to carry on. I fully realize the caliber of the men who have been your Presidents in the past, and I hope that I can carry on.

I fully realize that we are facing very turbulent times, and we just don't know what the situation will be next year, when we meet with Fred in Illinois. I certainly would have had a great deal of hesitancy in accepting your presidency if I didn't have Fred to do the work.

I know that he is never troubled with spring fever. I don't know whether you are all acquainted with the cause of spring fever, but I am told that there is a substance known as hemoglobin in the blood, which is an iron compound, and this iron compound turns to lead, and localizes in the seat of the pants. (Laughter) Some of the rest of us may be troubled with spring fever, I am sure, but Fred will carry on for us.

I know that you all join with me in thanking Dean Thompson for all the work he has done this past year. He has done a fine job, and we appreciate the way you have carried on this meeting.

Are there any matters of business that you would like to bring before the meeting before adjournment? I think Fred has an announcement that he would like to make.

### ....Announcements....

Secretary Turner: I certainly couldn't quit this meeting without saying what a privilege it has been to work with the Executive Committee and with Dean Thompson. You have to work with him to appreciate the sort of man he is. It has really been a pleasure. (Applause)

President-Elect Corbett: If there are no other matters to come before us, I will entertain a motion to adjourn.
....It was moved, seconded, and carried that the meeting adjourn....

. 10 was moved, seconded, and carried and are moved asjourned

President-Elect Corbett: We stand adjourned.

....The meeting adjourned at twelve-thirty o'clock....



## APPENDIX A

# Official Roster of Those in Attendance at the Cincinnati Meeting

Name	Institution	Title	
Alderman, Wm. E.	Miami University	Dean of College of Liberal Arts	
Ayres, J. H.	American Rolling Mills	Director of Employment	
Ballif, J. L.	University of Utah	Dean of Men	
Bates, Robert E.	Western Reserve Univ.	Dean of Students	
Beam, Paul C.	Phi Delta Theta	Executive Secretary	
Bishop, Robert W.	University of Cincinnati	Executive Secretary of YMCA	
Bostwick, J. L.	Univ. of New Mexico	Dean of Men	
Bosworth, E. F.	Oberlin College	Dean of College Men	
Bruere, John	College of Wooster	Dean of Men	
Cannom, C. W.	Park College	Dean of Men	
Carr, E. J.	Denison University	Adviser of Men	
Cloyd, E. L.	North Carolina State College	Dean of Students	
Cole, J. Perry	Louisiana State Univ.	Dean of Students	
Congdon, W. H.	Lehigh University	Dean of Men	
Conklin, Arch B.	Bowling Green State University	Dean of Students	
Corbett, L. S.	University of Maine	Dean of Men	
Curtis, George B.	Lehigh University	Registrar	
DuShane, Donald M.		Dean of Students Dean of Men	
Enyart, A. D.	Rollins College	Dean of Men	
Field, Floyd	Georgia Tech.	Dean of Men	
Fisher, M. L.	Purdue University University of Alabama	Assistant Dean of Men	
Foy, J. E.		Dean of Men	
Gadd, Wesley Gardner, D. H.	Colorado College University of Akron	Dean of Students	
Giddings, G. W.	DePauw University	Assistant Dean of Men	
Glos, Ray	Miami University	Dean of the School of	
alos, roay		Business Administra- tion	
Goldsmith, Fred	Purdue University	Assistant Dean of Men	
	University of Wisconsin	Dean of Men	
Guthrie, William	Ohio State University	Assistant Dean of Men	
Hanson, Arnold	University of Akron	Assistant to Director of Adult Education	
Heath, G. R.	Michigan State College	Assistant Dean of Men	
Heller, H. F.	Eastern Illinois State Teachers College	Dean of Men	
Hindman, Darwin A.	University of Missouri	Director of Student Affairs	
Hoeg, Gilbert T.	Kenyon College	Dean	
Hubbell, Garner E.	The Principia	Dean of Men	
Hullfish, H. Gordon		Professor of Education	
Humphreys, Allan S.		Personnel Director	
Hunt, Everett	Swarthmore College	Dean of Men	
Jacobs, Ralph L.	University of Cincinnati	Professor of Education	
Johnson, Alan W.	University of Cincinnati	Graduate Assistant to Dean of Men	
Jones, T. T.	University of Kentucky	Dean of Men	
Julian J. H.	Univ of South Dakota	Dean of Students	



## APPENDIX A (Continued)

Kinsel, Delber E. Knox, Carl

Lange, Laurence Linkins, R. H. Lloyd, Wesley P. Lobdell, H. E.

Lovett, Robert F.

McConnell, G. A. McCracken, C. W. Mallett, D. R. Malone, Tom

Manchester, R. E. Melcher, C. R. Meyer, Armin H. Miller, Earl J.

Mills, L. W.

Mitchell, Fred T. Moore, V. I. Moseley, John O. Nanz, Ralph S. Newman, J. H. Nolan, John T. Jr. Page, Ralph E. Palmer, Don H. Park, Joseph A. Peck, G. W. Pershing, B. H. Petre', Thomas P.

Postle, A. S. Rea, W. B. Richards, C. F. Richards, John R.

Rorem, C. Rufus

Rubottom, Richard

Schultz, J. R. Seegers, J. Conrad Sherman, Philip S. Shipton, W. D. Slocum, C. A.

Somerville, J. J. Sovik, A. E. Stecker, Fredrick Stewart, R. B. Storey, Thomas A.

Ohio State University University of Illinois

Lanfear, Vincent W. University of Pittsburgh Dean of Men Ohio University Illinois State Normal Brigham Young Univ. Massachusetts Institute of Technology Procter and Gamble Co.

University of Illinois Muskingum College McIntosh, Bruce H. Lambda Chi Alpha University of Iowa Delta Upsilon

> Kent State University University of Kentucky Capital University University of California at Los Angeles Case School of Applied Science Michigan State College University of Texas University of Tennessee Carroll College University of Alabama University of Cincinnati Bucknell University Wayne University Ohio State University University of Illinois Wittenberg College Michigan Institute of Technology University of Cincinnati University of Michigan Denison University Wayne University

American Hospital Ass'n

University of Texas

Allegheny College Temple University University of Akron Washington University Kent State University

Ohio Wesleyan Univ. St. Olaf College Ohio State University Purdue University American Social Hygiene Association

Assistant Dean of Men Assistant to Athletic Association Dean of Men Dean of Men Dean of Men

Dean of Students

Manager of Personnel Research Assistant Dean of Men Dean of Men Executive Secretary Student Counselor House Counselor, University of Illinois Dean of Men Dean of Men (Emeritus) Dean of Men Dean of Undergraduates

Assistant Dean

Dean of Men Dean of Student Life Dean of Students Dean of Men Dean of Men Graduate Student Dean of Men Student Counselor Dean of Men Assistant Dean of Men Dean of Students Associate Dean of Students Dean of Men Assistant Dean of Men Dean of Men Director of Student Personnel Director, Commission on Hospital Service Assistant Dean of Student Life Dean of Men Dean of Men Adviser of Men Dean of Men Instructor of Business Administration Dean of Men Assistant Dean of Men Assistant Dean of Men Controller Special Consultant



### APPENDIX A (Continued)

Thomas, R. W. Allegheny College Member of Board of Trustees Dean of Men Thompson, J. J. St. Olaf College Turner, Fred H. Dean of Men University of Illinois Wagoner, M. E. Kent State College Head of Student Employment President Walters, Raymond University of Cincinnati Warden, B. E. Dean of Students Carnegie Institute of Technology Watson, Walter S. Cooper Union Institute Director of Admissions of Technology Ohio State University Wellington, A. M. Assistant Dean of Men Williams, Ralph L. Wrigley, L. A. University of Maryland Acting Dean of Men Ohio State University Supt. of Residence Young, F. Chandler University of Wisconsin Traveling Secretary for Alpha Delta Phi Zumbrunnen, A. C. Southern Methodist Dean of Students

University

### APPENDIX B

### **Boster of Ladies Group**

Mrs. Paul C. Beam	Mrs. L. W. Mills
Mrs. Robert W. Bishop	Mrs. John O. Moseley
Mrs. J. L. Bostwick	Mrs. J. H. Newman
Mrs. E. F. Bosworth	Mrs. J. A. Park
Mrs. John Bruere	Mrs. A. S. Postle
Mrs. J. Perry Cole	Mrs. W. B. Rea
Mrs. Arch B. Conklin	Mrs. J. R. Schultz
Mrs. Floyd Field	Mrs. J. J. Somerville
Mrs. D. H. Gardner	Mrs. Fredrick Stecker
Mrs. W. B. Garrett	Mrs. R. W. Thomas
Mrs. Scott H. Goodnight	Mrs. Fred H. Turner
Mrs. William Guthrie	Mrs. Raymond Walters
Mrs. H. F. Heller	Mrs. B. E. Warden
Mrs. Alan W. Johnson	Mrs. Walter S. Watson
Mrs. J. H. Julian	Mrs. A. M. Wellington
Mrs. Delber E. Kinsel	Mrs. Ralph I. Williams
Mrs. Laurence Lange	Mrs. L. A. Wrigley
Mrs. R. E. Manchester	•

# APPENDIX O

## Roster of Members 1940-41

Institution	Address	Representatives
Akron, University of	Akron, Ohio	D. H. Gardner
Alabama, University of	University, Alabama	J. H. Newman
Allegheny University	Meadville, Pa.	J. R. Schultz
American University	Washington, D. C.	George B. Woods
Arkansas State College	Jonesboro, Ark.	H. W. Hollard
Arkansas, University of	Fayetteville, Ark.	Allan S. Humphreys (Personnel Director)
Augustana College	Rock Island, Ill.	Arthur Wald
Baker University	Baldwin, Kan.	Benjamin A. Gessner
Beloit College	Beloit, Wis.	Harmon H. Conwell
Bethel College	Newton, Kan.	P. S. Goertz
Bowling Green State Univ.	Bowling Green, Ohio	Arch B. Conklin
Brown University	Providence, R. I.	S. T. Arnold
Bucknell University	Lewisburg, Pa.	Ralph E. Page
California, University of	Berkeley, Calif.	Hurford E. Stone, (Acting Dean of Under Graduates)
California, University of	Los Angeles, Calif.	Earl J. Miller
at Los Angeles	<b>3</b> ,	
Capital University	Columbus, Ohio	Armin H. Meyer
Carnegie Institute of Technology	Pittsburgh, Pa.	B. E. Warden
Carroll College	Waukesha, Wis.	Ralph S. Nanz
Case School of Applied Science	Cleveland, Ohio	Theodore M. Focke
Cincinnati, University of	Cincinnati, Ohio	Arthur S. Postle
Citadel, The (The Military School of So. Carolina)	Charleston, South Carolina	Leaman C. Dye
Colorado College	Colorado Springs, Colorado	Wesley Gadd
Colorado, University of Cooper Union Institute of Technology	Boulder, Colorado New York, N. Y.	H. G. Carlson Walter S. Watson (Director of Stu-
		dent Relations)
Dartmouth College	Hanover, N. H.	L. K. Neidlinger
Delaware, University of	Newark, Delaware	C. E. Dutton
Denison University	Granville, Ohio	C. F. Richards
Denver University	Denver, Colorado	Prof. John Lawson
DePauw University	Greencastle, Indiana	Louis H. Dirks
Drexel Institute	Philadelphia, Pa.	L. D. Stratton
Florida, University of	Gainesville, Fla.	R. C. Beaty
Georgia School of Technology	Atlanta, Georgia	Floyd Field
Haverford College	Haverford, Pa.	H. Tatnall Brown
Idaho, University of	Moscow, Idaho	Herbert Wunderlich
Illinois Institute of Technology	Chicago, Ill.	C. A. Tibbals
Illinois State Normal University	Normal, Ill.	R. H. Linkins
Illinois, University of	Urbana, Ill.	Fred H. Turner
Indiana, University of	Bloomington, Ind.	C. E. Edmondson
Iowa, State College	Ames, Iowa	M. D. Helser

### APPENDIX C (Continued)

Iowa, University of Kansas, University of Kent State University Kentucky, University of Lawrence College

Lehigh University Louisiana State Univ. Maine. University of Massachusetts Institute of Cambridge, Mass. Technology Miami University Michigan State College Michigan, University of The James Millikin Univ. Minnesota, University of Mississippi, University of Missouri, University of

Lawrence, Kan. Kent, Ohio Lexington, Ky. Appleton, Wisconsin

Iowa City, Iowa

Bethlehem, Pa. Baton Rouge, La. Orono, Maine

Oxford, Ohio East Lansing, Mich. Ann Arbor, Mich. Decatur, Ill. Minneapolis, Minn. Oxford, Miss. Columbia, Mo.

Montana State College Montana State Univ. Municipal Univ. of Omaha Muskingum College Nebraska, University of New Mexico, Univ. of New York University North Carolina State

College Northeastern University Northwestern University Oberlin College Ohio State University Ohio University Ohio Wesleyan University Delaware, Ohio Oklahoma A. & M. College Stillwater, Okla. Oklahoma, University of Norman, Okla. Pittsburgh, University of Pittsburgh, Pa. Principia, The Princeton University Purdue University Ripon College Rollins College

Rutgers University

South Dakota, Univ. of

St. Olaf College

Southern California, University of Southern Illinois State Normal University Southern Methodist Univ. Dallas, Texas Stanford University Swarthmore College

Bozeman, Montana Missoula, Montana Omaha, Nebraska New Concord, Ohio Lincoln, Nebraska Albuquerque, N. M. New York, N. Y. Raleigh, N. Carolina

Boston, Mass. Evanston, Ill. Oberlin, Ohio Columbus, Ohio Athens, Ohio Elsah, Ill. Princeton, N. J. Lafayette, Ind. Ripon, Wisconsin Winter Park, Fla. New Brunswick, N. J. Frazer Metzger Northfield, Minn. Vermillion,

South Dakota Los Angeles, Calif.

Carbondale, Ill.

Stanford, Calif. Swarthmore, Pa. Robert Rienow Henry Werner R. E. Manchester T. T. Jones Donald M. DuShane (Dean of Students) Wray H. Congdon J. Perry Cole L. S. Corbett H. E. Lobdell

W. E. Alderman Fred T. Mitchell Joseph A. Bursley C. L. Miller E. E. Nicholson R. M. Guess Darwin A. Hindman (Acting Director of Student Affairs for Men) Marvin F. Kelly J. Earl Miller L. M. Bradfield C. W. McCracken T. J. Thompson J. L. Bostwick Irving H. Berg E. L. Cloyd

Harold W. Melvin Elias Lyman E. F. Bosworth Joseph A. Park L. W. Lange J. J. Somerville C. H. McElroy

Vincent W. Lanfear Garner E. Hubbell Christian Gauss M. L. Fisher J. Clark Graham A. D. Enyart J. J. Thompson J. H. Julian

Francis Bacon

E. G. Lentz

A. C. Zumbrunner John Bunn Everett Hunt



### APPENDIX C (Continued)

Temple University Tennessee, University of Knoxville, Tenn. Texas Technology College Lubbock, Texas Texas, University of Union College Utah State Agr. College Virginia Polytechnic Institute Washington and Lee Univ. Lexington, Virginia Washington State College Pullman, Wash. Washington University St. Louis, Mo. Wayne University Western Reserve Univ. William and Mary, College of Wisconsin, University of Wittenberg College

Wooster, College of Wyoming, University of

Brigham Young Univ.

Philadelphia, Pa. Austin, Texas Lincoln, Nebraska Logan, Utah Blacksburg, Virginia

Detroit, Mich. Cleveland, Ohio Williamsburg, Va.

Madison, Wisconsin Springfield, Ohio

Wooster, Ohio Laramie, Wyoming

Provo Utah

J. C. Seegers John O. Moseley James G. Allen V. I. Moore G. W. Habenicht Jack Croft Julian A. Burruss, (President) Frank J. Gilliam Otis McCreery W. D. Shipton John R. Richards Robert E. Bates J. Wilbert Lambert

S. H. Goodnight B. H. Pershing (Dean of Students) John Bruere B. C. Daly C. H. Blanchard (Dean of Students) Wesley P. Lloyd

## **EMERITUS DEANS**

Stanley Coulter, Eli Lilly and Company, Indianapolis, Indiana George Culver, Leland Stanford University, Stanford, California C. R. Melcher, University of Kentucky, Lexington, Kentucky E. E. Nicholson, University of Minnesota, Minneapolis, Minnesota

# HONORARY MEMBER

H. Roe Bartle, Land Bank Building, Kansas City, Missouri



APPENDIX D
Summary of Previous Meetings

MEETING	YEAR	PRES	ENT PLACE	PRESIDENT	SECRETARY
1	1919	6	Madison, Wis.	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921		Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6	1924		Ann Arbor, Mich.		E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926		Minneapolis, Minn	. C. R. Melcher	F. F. Bradshaw
9	1927		Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928		Boulder, Colorado		F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930		Fayetteville, Ark.	J. W. Armstrong	
13	1931		Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif	. V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935		Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937		Austin, Texas	D. S. Lancaster	D. H. Gardner
20	1938	164	Madison, Wisconsi	n D. H. Gardner	F. H. Turner
21	1939		Roanoke, Virginia		F. H. Turner
22	1940	58	Albuquerque, N. M.	l. J. F. Findlay	F. H. Turner
23	1941		Cincinnati, Ohio		F. H. Turner

### APPENDIX E

## Standing Committees-1941-42

# Executive Committee—1940-41

Dean J. J. Thompson

Dean A. S. Postle

Dean F. H. Turner

President J. F. Findlay

Dean J. L. Bostwick

Dean Donfred H. Gardner

Dean J. H. Newman

### Executive Committee-1941-42

Dean L. S. Corbett

Dean J. H. Julian

Dean J. J. Thompson

Dean Fred H. Turner

Dean Donfred H. Gardner

Dean J. H. Newman

Dean Earl J. Miller

# Committee on Nominations and Place for 1942 and 1943

Dean Fred T. Mitchell, Chairman

Dean H. E. Lobdell

Dean E. L. Cloyd

Dean J. R. Schultz

Dean Scott H. Goodnight

## Committee on Freshman Orientation

Dean Laurence W. Lange, Chairman

Dean R. R. Rubottom

Dean Garner E. Hubbell

Dean Wesley P. Lloyd

Dean Wray H. Congdon

